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THE TEACHING OF SPEECH AS AN ACADEMIC DISCIPLINE*

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I

I PRESENT speech first as a dignified scholastic and academic discipline, and then as a discipline of the most basic type. I define discipline as an activity that involves the following steps: (1) the *finding* and teaching of facts and data of value to the lives of human beings, (2) the *evaluating* of these facts and data, and (3) the *teaching* of them to those who can profitably employ them in the pursuit of life's problems. A discipline is academically and scholastically worthy in proportion as it can accomplish two general purposes: (1) fit men to live agreeably in their environment, and (2) enable them to live lives that are useful and helpful.

If this definition is valid, then in speech we find the substance of a discipline that can and ought to be of the utmost value to mankind. In fact, speech can be shown to be a discipline serving man in more capacities and at more moments of his life than any other study. To be regarded as basic, a discipline must satisfy some need common to all. We call mathematics an indispensable study, because no normal person can live today without being somewhat adjusted to the great necessities of number, order, and space. As

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no one can live a very happy or useful life without being somewhat adjusted to the facts and perspectives of history, we call history indispensable also. Likewise with physics, chemistry, biology, literature, languages, economics, sociology, philosophy, psychology—all these are indispensable because they involve facts and data useful to the active man every day of his life, if he live at all fully and richly. Yet no one of these involves the study of matter that the normally busy man who moves among his fellows, uses so much and so often and for such crucial affairs of social adjustment as speech.

In this sense it is that speech is one of the most valuable of all disciplines—it is used by more people every day and in more ways and for more problems of life and to solve more issues than any other human activity which is subject to discipline—to investigation and learning. For of all the studies that can be brought into the class room and made the basis for acquisition of knowledge and cultivation of habits, speech is the broadest, the most commonly useful, and so among the most worthy of study and consideration.

II

By this time we need a definition of the term speech, both as the title of a discipline and as a human activity. First, as a human activity, it denotes any and all uses of the mechanisms that involve human communication, man to man; including thus the four commonly accepted activities of Thought, Language, Voice, and Total Bodily Behavior. Speech as a *human activity* is, briefly, face-to-face communication, whether between two, among three or seven or ten, or before any possible number. Speech as a *discipline,* on the other hand, is the study and practice of such data of speech the activity as helps the student and practitioner to adjust himself to his environment and to be useful to his fellows.

Speech as a discipline so conceived covers the following lines of study:

(1) SPEAKING: *Talk; Conference; Conversation.* This covers communication of all kinds directly between one man and others in the carrying of thought through language by the voice and total bodily behavior. In its most common and most useful form this is the staple of every-day human intercourse. In its more involved and less common forms it covers public address, speaking in public, oratory and eloquence, rhetoric in theory and history and practice, and speech-making problems of any and all kinds.

(2) READING: *The Study of Reading or Reciting from the Printed Page.* This again is speech, involving the use of thought, language, voice, and total behavior for purposes of communication; but used indirectly, and so involving different problems in all four phases of speech. Still further differences in problems are furnished by this type of speech depending on whether it involves reading from a book, reciting what one has committed to memory, impersonating sufficiently to use the whole body as a primary carrier of meaning, or the use of accessory "properties" as an agent of speaking in acting.

(3) SPEECH SOUNDS: *The Study of Speech Sounds as Sounds.* This is a phase of speech training that covers the fields known as phonology, phonetics, voice science, and speech correction. It is a study of the minutiæ of speech mechanisms. It is not *per se* a study of communication, but is an attempt to discover and apply the technique of speech mechanisms to the end of making students more adaptable and useful in their daily living by making them more competent to speak and read effectively.

(4) SPEECH SCIENCE. Every scholastic and academic discipline has its own body of significant and useful facts and principles, valuable as an aid to investigating and teaching that subject. To be teachable, a discipline must yield up valuable facts in rich abundance; these facts must be evaluated into principles; from the principles must be evolved methods of teaching; and then these principles must be given adequate publication and application. In the discipline of speech these principles and their application must be drawn from the three general branches: SPEAKING, READING, and SPEECH SOUNDS.

III

This analysis raises the necessary question, What is the line of demarcation between the studies here detailed and the studies generally included under the term English? English as the name of a discipline is in practice a very inchoate and largely undifferentiated term, used synonymously, in the United States at least, with the whole study of the *mother tongue.* It can be used, and is, to cover at least four large subjects: (1) Speech: speaking, reading, speech sounds, speech science, rhetoric (in the Greek use of the term); (2) Philology: etymology, grammar, history of usage; (3) Writing: composition, correct usage, rhetoric (in the modern sense) for

the printed page; (4) Criticism: readings in literature, lives of literary men, literary standards, principles and history of criticism. Where it also includes Norwegian, as is does in two instances along with all these others, the man was not far wrong who called it a veritable Austria-Hungary of departments.

It is evident at a glance that all these subjects have things in common; all are ways of studying and investigating the use of the mother tongue, the vernacular, both as present use and as past history. But it is far from evident that the two extremes, speaking on the left, as we might say, and criticism on the right have enough in common to make them in reality one discipline. It would be as understandable to say that mathematics, astronomy, physics, and chemistry, being inseparably related each to the next, must therefore be regarded as one discipline. For speech is rightly of the same discipline as literature, criticism, and philology only in the sense that mathematics, physics, and chemistry are one. It is just as closely related to the disciplines on its own left: behavior, psychology, physiology, and physics. Where telescoping of subjects is practiced there is as much justification for allying speech with these as with writing and literature. Tradition only and a sort of squatter sovereignty discountenance this arrangement.

The teacher schooled and interested in the minutiæ of philology is, through the very nature of his preparation and the close focussing of his interests, by no means fitted to teach phases of speaking or reading or speech correction, as also speech science; for he cannot be primarily interested in communication as such and be true to his special training. Also the teacher who gives his energies and time to the study of criticism loses almost necessarily the urges and promptings that would make him a successful specialist in oral expression, public address, argumentation, or impersonation. Even the teacher of literature is serviceable in the teaching of speech in only one of its many aspects, interpretation, for which he is all too seldom specifically trained. If he carries out the strict spirit of preparation for teaching literature as today practised by our great est university graduate English departments, he has had no specific graduate training for the teaching of public address. At least, his graduate work has been of an entirely different order. The moods and *motifs* and objectives of the two are so very different. The teacher interested in speech can keep up an interest a short ways

to the right in the list of members of the family of mother tongue; interest in the aspects of philology that deal with speech sounds, in language usage, grammar, syntax, a phase of writing, and an aspect of literature; but not much farther. The teacher of criticism, at the right of the line, also can interest himself toward the left; in literature, in writing, and in phases of grammar, syntax, usage and speech sounds. Yet these interests are chiefly in the historical perspective; surely not in the application of these subjects to living beings in their daily lives. Common property in the mother tongue gives them common interest in each other's problems; but at a diminishing degree and practically to the vanishing point as each moves away from the ends; speech at the left and criticism at the right.

My contention stated more simply is that speech, writing, and literature belong in the same discipline in any situation where French and German belong together, or economics and political science, or chemistry and physics, botany and zoology, psychology and physiology, history and economics. Such combinations as these are common in high schools and in colleges; for wherever the local necessities call for such unions there is wisdom enough in putting writing, literature, and speech into the same department or in counting them parts of the same discipline. But I have to maintain that where economics is made separate from political science and both separate from sociology, where chemistry is separate from physics and physics separate from mathematics, botany from zoology, French from German, and so forth, then speech is a discipline distinctly separate from writing and the study of literature, and most surely separate from criticism and most of philology. Thus in high schools there is wisdom in keeping speaking and reading in the same administrative unit with writing, syntax, and literature; in colleges where departments must be telescoped to fit local needs the same wisdom applies; but in universities recognizing a growing minuteness of differentiation of disciplines, speech is quite out of the strict spirit of the discipline that begins with writing and moves toward criticism at the other end of the series.

This statement of contiguous relations can be simplified further by considering the discernible levels of our American educational system. Of such levels we have five, counting the home as the first. The other four are: (1) grades, (2) high school, (3) col-

lege, including the liberal arts part of universities, and (4) universities, in the sense of graduate schools. These levels can be given their relative standing and value by representing them as aspects of an educational pyramid, with the home as the base and the graduate school as the apex. This pyramid, then, represents at least four different situations and relations: (1) it signifies the *number* of students that are involved, the greatest number in the grades and the smallest in the graduate school; (2) it signifies also the extension of *interest in socialized life,* from pure individualism to a condition highly socialized; (3) also it represents the difference between the grades, the high school, the college, and the graduate school in the matter of *specialization* and differentiation of subjects; in the grades differentiation is very limited, in the graduate school it is everything. In the graduate school speech as a discipline involves minute specialization, very sharply marked off from literature, criticism, and most of philology; whereas in the grades speech training runs through the whole curriculum—language study, composition, word usage, even the subjects of history, arithmetic and all the rest. (4) Finally the pyramid indicates the respective place of skill and knowledge; in the grades almost the whole problem is one of skill; in the graduate school it is solely one of knowledge.

IV

So much for the relation of the discipline of speech to certain contiguous territories and to the whole curriculum. Now what would happen if this subject were given the place in our American educational system that its importance seems to deserve? Even a casual observation will discover that there has been something decidedly negligent about the way speech has been treated, something almost cavalier in its reception as a school, college, and especially university subject. This discipline, in many ways the most important of all in that it is the one most usable every day and every hour, stands today as about the poorest provided for of all those sitting at the family table.

In the grades, as shall be shown, it has become perverted into the formal, dull, lifeless, all but futile reading lesson. In the high school it has been shut out for decades to be let in under a kind of parole and branded with the hybrid name oral English, witih practically all the emphasis upon the "English," as understood by those who yet have no fully defined "English," and with almost no intelli-

gent and trained skill applied to the "oral" part of the compact. The best of speech training in high schools has been and still is extra-curricular, a matter of school entertainment and inter-school sporting contest; and, worst of all, existing all too often quite virgin of any taint of trained experience in the directors of entertainments and sports, and with all but no demand at all by administrators that the directors shall be specially prepared for the task. It is the old idea that "anybody can teach English" applied even more generously to speech. The exceptions to this, happily becoming more numerous, have in the past been so few and so notable that they cannot in any way be alleged as typical. The type high school in the matter of speech training is either the one which omits it altogether or includes it under English and then puts it into the hands of teachers untrained for the task, confining it almost entirely to shows, exhibitions, and contests for those who need the training the least.

In colleges speech training has been largely confined to the single phase of making public addresses, with a growing willingness to include courses in interpretation of the printed page. In either case the mistake of the high schools has carried over into the college—the common willingness to turn the whole venture into exhibitions, entertainments, and sporting events. Here again we must levy the charge of insufficiently trained teachers; untrained in the sense that they have too often not been asked to measure up to the academic and scholarship standards of their colleagues in other disciplines on the same faculty. As a consequence of this our colleges show altogether too high a percentage of graduates of special "schools of expression," which are of course predominantly commercial in spirit and not academic, teachers who come sometimes with little better than high school educations, yet expecting to hold college professorships. Others, college graduates, have come to the collegiate faculty with no better fortification for their task than two or three courses under an uncollegiate teacher, or by virtue of their good—or bad—fortune in being on an intercollegiate debating team or in being the representative in an oratorical contest. Having battled for *alma mater* on the forensic platform, they are assumed to be ready to fulfill the college's needs in the way of speech training. At any rate they are given place largely because

some one else's *alma mater* wants battling students on the platform fighting battles for her.

In some colleges the emphasis has been upon reading and interpretation. In these cases the graduate of the non-collegiate school has been able to do a rather capable piece of work and so to save his dignity; for he comes often not altogether unprepared for this particular task. However, when this non-collegiate graduate in interpretation is assigned courses in debating and public address, the results have not been so commendable, nor has the academic status of speech been enhanced. All too many of such teachers have fallen short even in their specialty, interpretation, for the important reason that this is a subject requiring and demanding distinctly a large and solid background; it does not teach well off the surface.

In the main the colleges—not meaning here so much the liberal arts colleges of universities—have been pretty earnest in inaugurating and maintaining departments dealing with some phase of speech training. They are avowedly trainers of leaders, and leaders must speak well in public. But when we give the situation a fair glance and realize how inadequately the needs have been provided for and in what a nonacademic spirit the situation has been met, and yet how persistent has been the prevalence of speech training in colleges, we are compelled to doff our hats to the inherent worth of this discipline, to its fundamental inevitableness; for no other discipline could have weathered such rough treatment and had any life left at all; whereas the demand for speech training is right now more insistent than ever despite the rebuffs it has had to bear in the academic household.

V

And here a bit of educational speculation may be in order. I have been saying that it is from the colleges, not the universities through their liberal arts school, that the most enlightened attitude toward speech training has been shown. The manifest reason is worth detailing. It is chiefly because of the Germanic invasion of our real universities in the latter part of the Nineteenth Century, the very impetus that makes them worthy of being called universities. The young scholars were just coming back from Germany inspired with zeal for research and for the writing of theses. This zeal and their superior training as scholars placed them into prominent positions as professors, deans, and presidents. The result was

inevitable; they had remote interest in a subject that they had found had no standing at Heidelberg and Jena and Göttingen. They had seen nothing nearer it than philology; nothing at all that savored of the teaching of public address and the interpretation of the printed page. All this was for a very good and sufficient reason; public address flourishes only where men are free to speak their latent convictions, and in the Germany of that day no such freedom was allowed or wanted. The study of interpretation suffered too because it helped not at all in the writing of theses in philology, the only basis for writing theses in the study of the mother tongue. Public speaking cannot be taught very enthusiastically in a civilization that is regimented and denied freedom of speech and where men are put in jail for having, let alone expressing, opinions not handed out to them from above.

Then too the Germanized young scholars, all of them scientists and philologists, accepted the dry-as-dust lecture system; and if there is a study that wilts and dies and blows away under the lecture system, it is speaking or reading. The consequence was that when these young doctors settled into our universities and dominated the faculty and Teutonized us pretty thoroughly, they showed no particular appreciation for a subject like speech; they had not been taught how to investigate it and make it amenable to theses, and therefore it interested them little. Consequently to them it was an easy step to deduce that it was not of great importance. At the very time that these scholars were injecting the breath of a new life into chemistry and physics, philosophy and psychology, mathematics and astronomy, botany and zoology, philology and criticism, they allowed speech and its near relations either to languish altogether or to suffer a kind of auto-intoxication.

Contributing to this preoccupation with German standards was the suicidal extravagance of the old-line elocutionists, assuming to have a scientific basis for their doctrines, but not willing to pay the price for scholastic thoroughness; giving themselves vastly more to art than to science, and at a very time when art was on the defensive and science arrogant and all but despotic. Instead of seeking out laboratories for their science, each old master—an artist fundamentally—thundered out his pet hobbies and called them eternal principles, leading his followers, often in evangelical or crusading mood, to proclaim him the great original and all others

base imitators or even mountebanks—a charge not always actionable for slander. Instead of presenting the solid front that scientific investigation inevitably produces, the elocutionists and expressionists fought each other to disruption, or else found common meeting ground only in speech art, never in speech science.

Thus while the colleges were trying to meet this insistant, inevitable, and unquenchable need for speech training, the universities found it easy to drop it altogether as a serious discipline, or else they gave it a place at the family board about as good as that of stable boy or traveling minstrel or at best poor spinster relation. No one needs to elaborate the suspicion felt by universities toward the thing they saw only too clearly—poor teaching by poor teachers of a subject that had not given its practitioners solid grounding in a science out of which their teaching and their art could grow. So the great universities rather calmly lost step in the teaching and the investigating of this most fundamental of all disciplines; and some there be who have not yet found their pace; in particular those that were most thoroughly Germanized in the days of the American revival of learning. And thus it is that the colleges of liberal arts of our real universities have been behind the other colleges in training for speech.

VI

One other link in our educational system must not be overlooked; one tremendously important to a basic discipline like speech —the normal schools. We might pause at this spot and say that right here we find the most disgraceful failure of all in the teaching of speech. Speech ought to be taught most earnestly and most elaborately the nearer one approaches the cradle; it is a thing to learn early; in fact it is the first venture in home education; while in the grades almost any subject taught involves conscious study and drill in speech. So the preparing of teachers at the normal schools for teaching in the grades, is one of the most solemn tasks of all in teaching how speech should be taught. How do most normal schools meet this obligation? By placing almost all the focus and emphasis upon *reading*, one of the most sad absurdities in an educational system where absurdities are altogether too common. So far as one can speak in a generalization, the chief contribution of the normal schools toward the teaching of speech to little children has been, typically, in training teachers to teach *reading*, thus dealing only

with other people's thoughts and language, and with a book in the hand; and taught—heavens only knows how!

Consider this for what it imports. During about six grades on the average the chief energy of grade teachers in the enterprise of instructing boys and girls in the use of their mother tongue, is the "reading lesson." If ever there was a travesty on education it is the "reading lesson" considered as the principal way of teaching speech. Ask yourself how many times in life you are called upon to stand up, hold your book just so, and read anything to anybody anywhere —outside of the "reading lesson." Yet this one enterprise seems to be the beginning and the end of speech training in literally thousands of our school rooms; an occupation that is not only artificial, but too often just a little less than useless because it leaves out the very thing for which it ought to exist, the art of *communicating ideas to listeners.* Nine times out of ten, and oftener, the teacher is quite content if the pupil gets in all the words, isn't too provokingly slow, and pronounces all the words correctly without too many guesses and retrials. So ineffective is this system as tolerated by the grades and taught by the normal schools to grade teachers—too often by graduates of non-academic, commercial schools—that it never even becomes *speech* at all; it is merely the making of sounds representing no ideas, involving no communication, and at its very best preparing the pupil for an experience to be met with on only the rarest occasions throughout life. For we read from a book aloud to other people about once in two hundred times or more to the times we speak to them in our own ideas and words. Yet all this waste is going on and little being done about it; probably the greatest monstrosity in our whole educational system; and almost solely because our university graduate schools have provided no mechanism for learning and disseminating truth about how to teach reading and speaking. The financial waste of this alone is little less than appalling.

VII

The cure for this is being sought. The present movement for rapid, silent reading is offered as the redemption of the grade pupil. But as advertised by its proponents it promises to kill the patient to effect a cure. Think of the superintendent who announces in print that he is going to substitute rapid silent reading for oral reading, but *makes no provision for adequate training in speech* as

an offset. Increasing the speed and receptivity of children as silent readers is a highly commendable policy; let there be great advances made in this direction. But to substitute it for any and all training in oral expressiveness—as speaking or reading—is to train up a race of dummies to try to fight for a place in a world where competence in speech—oral discourse—is one of the deepest needs of the race and which brings the surest and richest rewards society has to offer. Yes, superintendents, increase the rate and apprehensiveness of silent readers, but never for a day permit yourself the absurdity of substituting this for adequate and intelligent training in speaking and reading aloud.

Clearly the cure for this is in the universities as universities not as liberal arts colleges. A university most deserves that name when it carries on research and publishes its findings. What have the university graduate schools done for the broad subject of speech? About as little as for any discipline in the whole curriculum. Most university graduate school leaders are still skeptical of the notion that speech is worthy of serious consideration as graduate study; it was not taught when and where they took their doctorial degrees, therefore it must be of doubtful value at best. Worse than this, as an undergraduate discipline in the university college of liberal arts it has been often turned over to the English department where scholarship is frankly and specifically possible only as the study of philology, except where in recent years degrees have been allowed for literary criticism and the history of some man or period.

Yet under our accepted educational system in America it is to these graduate schools that our colleges and normal schools should have been able to look for trained teachers and sound scholarship, instead of being forced to go to unacademic and somewhat commercial schools of expression ranking educationally with the commercial business college. From our graduate colleges should have been coming out a constant procession of young men and women to teach in the arts colleges and the normal schools prepared to speak with authority, to teach with background and vision, and to set standards based on sound scholarship and a dignified science. Yet in the face of this our greatest universities have rather tamely, it seems to me, descended to pooh-poohing the whole idea of education in speech, declaring that it was of no academic worth and standing; a judg-

ment in some cases made and enforced by men who reveal by their own indifference to good speech, both public and private, that they personally, as men, have not been made to understand the gravity of their omission and the danger of the doctrine which they as officials elect to enforce. For men trained in laboratories and libraries all too easily find it comfortable to belittle the need of speech training for those not so committed to silence in their daily lives. They even find effectiveness in speech a bit disgraceful, savoring of taint from the common herd. There has been quite too much concern, I fear, for the personal tastes of certain scholars, and not enough for the daily needs of hundreds of thousands of boys and girls throughout all levels of education and in all ranks of society.

Under our accepted American educational system speech training can never be what it ought to be until (1) the universities are turning out experts to teach in the colleges and the normal schools; (2) which in turn must produce men and women skilled in speech and competent also to go into the high schools and grades to (3) teach those at an earlier level the lessons in speech that they in turn need. No other system in America is academically honest, far-sighted, or respectable.

In this scheme of things certain principles seem to hold: (1) that speech training is most needed in the grades; "catch them young" is one of the primary rules of speech training. (2) This logically carries the conclusion that the most vital task of all in teaching speech in America is in preparing the grade teacher for her task, to teach boys and girls the simple art of communicating effectively, chiefly in conversation and conference, in the simpler and less trying social relations. (3) Next in importance is the teaching of adolescents in high school, helping them to readjust and to fit into the larger social life that adolescence introduces. This is a task of great delicacy, involving as it does the teaching of boys and girls to begin their part in civic and community affairs. Whereas grade teaching of speech is largely a matter of teaching children to talk, high school teaching of speech begins to face the problem of public address and public entertainment, consciously done, with artful intent, and the courage to do it as a thing worth doing well. (4) The teaching of speech in college, it follows, becomes specifically a problem in preparing the student for public life, for becoming a leader of men, for assuming a larger part in the affairs of the world. Also

it prepares teachers. (5) University training, finally, as university training proper, is a matter of preparing teachers for colleges and normal schools, or furnishing investigators, and of orientating administrators.

All this implies an ideal educational system. At present we are so far from realizing it that we seem to be only at the beginning of a right method and a proper system. Yet we have no other choice than to take our American system seriously and honorably and expect the system to be applied to speech in the same way that it has been applied to other disciplines. Yet we are doing today in college classes what ought ideally to have been done in the grades, or at worst in the high school. We have to, in order to teach anything worth teaching at all. Our work for the present must be recognized largely as salvage, in the hope that our American system will find the rightful place for speech training. Later men shall be able in colleges to devote their time and attention to that particular task which is rightly theirs, to prepare for public life the leaders of the future and to furnish teachers for grades, high schools, and normal schools. To expect anything else is to ask teachers of speech to lift themselves and their profession by their own boot straps.

How would an ideal system of speech education work out? Let us see. The greatest activity and the task most important would be in the grades, teaching intelligent and purposeful talk; guiding the choice of ideas, adding to the ability to observe and perceive, increasing and amplifying vocabularies, enforcing pronunciation, articulation, and the use of pleasing voices; freeing bodies from the contortions that too often vex the attempt to control speech—in sum, improving plain talk, conversation. There would be lessons in reading, but with the understanding that reading must be one form of talk. Speech defects would be looked after; public performances would be an incident under wise control, and children would be brought to realize that good speech is an issue of prime importance to their lives. To achieve this every grade teacher would be trained in good speech; either in normal schools, high school, or college—or when she was herself in the grades! Anything less than this perverts and blocks the whole system of training.

In the high school good speaking, as talk, would still be demanded. Here specialized studies, particularly of a more social nature, would enter; courses in oral expression, speaking more or

less formally in public, outlining, oral composition, increasing the spoken vocabulary; interpretation, the beginnings of dramatization and play producing. Here again the teacher would be specially trained, sympathetic with the adolescent and understanding his needs. During adolescence life is so much an adventure in relearning that much of the program of the grades would be entirely suited to the high school level, done more consciously and critically. Here public performance would become important and would furnish a central objective.

In normal schools much the same program would apply, with additional courses in speech correction, phonology, speech hygiene, educational dramatics, and voice science. Much of this would be compulsory for all prospective grade teachers.

In college, whether a college by itself or a part of a university, the courses would be aimed to prepare specialists for public service: in public address, interpretation, dramatics, speech composition, oratory, argumentation and debating; for teaching in voice science, phonology and phonetics, speech correction, the nature of speech, the teaching of speech; rhetorical theory and history, orators and their works, and the study of speech style.

University training—graduate study and research—would include the upper group of the college courses, and would involve more specialized courses growing out of those used in college. In addition it would carry on special problems, much of the work of the graduate student being devoted to research and the producing of theses.

This, remember, is an ideal scheme. Parts of it are to be found somewhere right now; nowhere, I fear, is it all to be found together. Some day we shall have some such scheme adopted as our regular system of training in speech.

In this ideal system, toward which we are measurably moving, the problem of knowledge versus skill is reduced to almost no problem at all. In time speech training in the grades will be almost solely a growth in proficiency; in high schools knowledge of the subject and its data will be required, with skill still important. In college personal proficiency will be reduced in importance while knowledge and critical skill will be made paramount. Graduate work in turn is a matter of knowledge and criticism solely. But as this is a ways in the future yet, we must still give considerable weight to

proficiency in college teaching and not let it lapse entirely even for the graduate student.

IX

One more consideration; this program makes speech education the widest of all possible academic programs. Are we ready for that? Are there not those who have looked upon education in speaking as almost solely a means of selecting leaders, of picking the guides of the common people, rather than as an attempt to lift all the common people out of their commonness? There is a very pretty issue here. My firm conviction is, on this point, that the days of education solely for patricians is past; that mass education has come, and to stay; that the so-called common man must have his chance to be as effective in conversation, interpretation, and public address as the man eager for patrician rank. I know of no honorable way of escape from teaching "all the children of all the people."

It is my feeling that the reason we are retarded in speech education is because of our very allegiance to the patrician notion of education in the past. Under patrician rule any subject is most worthy which best marks off the student and graduate from the plebeian herd; it follows then that that subject is worth least which is of greatest daily use and interest to the common man. Note how late we have been in giving dignity to any phase of the mother tongue; English as a study of writing and literature waited long before it could rank beside ancient languages, philosophy, history, and even the natural sciences. High time it is that Americans gave serious and dignified attention to the teaching of plain talk, good reading, effective public address, and the various speech arts connected with the drama; to say nothing of the sciences of voice, speech correction, rhetoric, and conduct on the public platform. America makes a poor picture of cutting her educational clothes to the pattern of the empire of William II or even of the days of Plato.

X

The next fifty years will be the hardest. The first step will be for the teachers of the allied subjects of speech to agree on what they should now teach and what they would like to add. The step after that will be to approach the holders of vested interests in educational policy and get for speech training a more respected place.

This will come, not so much by asking for it only, as by showing that the surest way to correct the mistakes of the past and to lay solid groundwork for the future, is to give speech training the same treatment accorded to every other basic discipline—to make it a part of our American system from grades to graduate school.

It will not be possible in America much longer to neglect this one of the very foundations of all education. Everywhere comes up an insistent and unfulfilled demand for more and better training in speech. The business world calls for training for its executives, its salesmen, its operatives, in effective speaking, both in conference and in public. Engineers, agricultural leaders, guardians of the public health know at last that without effective speech they cripple their service to mankind. Lawyers, ministers, educators, statesmen have long known how imperative is the ability to meet men face to face in conference and in public assemblies. The various speech arts that furnish so large a proportion of public entertainment are asking for sounder principles and better rules for transmitting these arts. Even the laboring man is asking that his children be given this most useful of all tools which he himself has not been taught properly to use for his own profit and the profit of society.

Everywhere ambitious people are trying to capitalize this longing into a commercial venture; special schools of 'expression' and 'oratory', of 'the spoken word' and 'the arts of speech' are springing up everywhere; Y. M. C. A. schools, night classes for business men, private teachers and private classes have taken root by the hundreds. Yet it needs no emphasis to insist that this is not the accredited American way of meeting educational problems; it merely is the outward proof of an irrepressible need. Educational leaders are not following their own professed educational principles when they thus turn over to educational peddlers and hucksters what ought to be sold across the educational counter by approved and time-honored methods. This way at its best merely salvages what has been almost lost through failure to stop the loss at the source; the night schools are supported by men who should have had speech training in the grades. Waiting till men are grown before teaching them what they should properly have learned as children and then turning them over to free-lance or itinerant teachers is like letting the race grow sick and ailing and then committing them to those

not regularly trained in the science and art of healing.

The time to redeem the situation is now. The people want their children trained in speaking and reading, and they demand teachers trained in speech correction and in teaching methods. All education is largely useless unless it finds adequate expression in works, writings, or speech; education and educational leaders are under fire for alleged poor results from their educational programs; not a little of this criticism will be soothed down if boys and girls and men and women are made expressive in speech, and thus made more efficient for their life work. No surer way can achieve this and at the same time satisfy the insistent call for better speech than by making speech training an integral and important part of our whole American educational system.

COMBINING ORAL ENGLISH AND OTHER ENGLISH IN THE HIGH SCHOOL

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MOST of our high schools in America today will fall under one of three heads:

1. The small high school in which all the work in all departments is done by two or three teachers, each usually teaching several widely diversified subjects;

2. The highly organized and specialized city high schools in which each teacher often is limited to only one phase of a subject;

3. The high school which stands between types one and two, with in some cases is neither "fish, flesh nor good red herrring," as it has many of the objectional features of the second class and none of the advantages of personal contact of the first type. The curricula of our high schools all offer English as one of the compulsory subjects, all requiring six credits in this subject for graduation and many schools requiring eight. The present day tendency is sharply to define all subjects, and so on the average high school program we find listed Grammar, Rhetoric, Literature, Public Speaking, Oral Expression, Short Story and several other topics on this broad subject of English and speech. The work attempted in each semester is so extensive (on that subject) and intensive that it is impossible to reach over into one of the other fields; and the average teacher breathes a huge sigh of relief if she succeeds in covering even the work that her outline demands, and in many cases this requires superhuman efforts.

The enrollments of the various classes in a high school offer some valuable data toward the consideration of this problem. The number enrolled in the first year and the number of students graduating that same year from any given institution give us some startling testimony as to the number who are forced for various reasons to drop out during the four years. The number enrolled in the

second year is usually much smaller than the number enrolled in the first.

From these facts we can and must deduce two conclusions:

1. Those who drop out are certainly not going to enter the learned professions where the pen will be their medium of expression.

Whatever work is to be given in the betterment of speech must be given and given with a vengeance in the first and second years of the high school course. The boy who leaves school during that period will enter the business world where his medium of expression will be the use of the mother tongue; and in many cases his success in that business world will depend upon his ability to use that intelligently and satisfactorily.

If my observations seem in a measure limited, it is because my teaching experience is wholly concerned with boys' classes under the segregation plan, but I feel very certain that the same observations are equally applicable to girls and to those in particular who are forced to leave high school at an early stage of their career. There is a marked aversion and almost a positive unwillingness on the part of boys to elect a subjest labeled Oral Expression or Speech Training or Vocal Expression; for in their own classic vernacular, it is "soft" or "sissy," fit only for girls. The only boys who will choose it of their own volition are those who have marked dramatic ability and can look far enough into the future to see that the subject will get them somewhere in their chosen field.

One of the greatest drawbacks from which Freshmen and Sophomores suffer is the inability to express themselves with sufficient intelligence in subjects other than English, and many a failure in widely separated departments comes not from a lack of knowledge on that subject, but from a complete inability to express that knowledge so that the instructor is able to obtain any adequate idea of whether the student does or does not grasp the content. Our knowledge is of no value to us unless we possess the ability to give out that same knowledge when occasions demand. When I first began teaching and my boys would often say, "I know it, but I can't say it," I would always reply in a tone intended to be completely annihilating, "Oh, indeed you do not; if you knew it, you would say it." It took only a very few years of work among Freshmen to find it was they who were right and I who was in the wrong.

Now comes the question of how to obtain the greatest possible good from the English courses in the shortest space of time. I believe this can be done only by the combination method. In the course we are now using, English is divided into I, III, V, VII, all devoted to rhetoric and composition in an increasing scale of difficulty and mostly written work; and English II, IV, VI, VIII, all treating of literature with very little provision for writing.

In English I and III, I have tried the following experiments, and have been rewarded with some measure of success:

1. *The socialized recitation.* One day a week is set aside for oral English, and on that day no books or papers appear in class. As many different phases of oral English as possible are covered in that hour. A short drill is usually given on the pronunciation and enunciation of common words often incorrectly used. The advantage of this form of recitation comes from the fact that the student will accept much more scathing criticism from his fellows than he would from the teacher and still come up smiling. One can usually find in each class some one student who on account of good home training can handle this part of the recitation very successfully. Where the boys work alone with no girls to observe them, they will even "stand for" vocal exercises and really enjoy them. In the mixed classes this does not work out so successfully, as there is too much self-consciousness and consequently restraint.

2. *The review of a good book* is usually given next and the student who does this has a very fair idea of whether he can tell his story intelligently and in an interesting manner—if he lives to survive the bombardment of questions on doubtful points that are hurled by the class. The fundamental rule given them for this is that they have no right to take the time of the class without giving something in return and that the test of oral work is to give information or pleasure in such an intelligent and interesting manner that they can *hold the attention* of the audience. The average high school freshman is not overburdened with tact and the little niceties of social etiquette, and he does not feel at all inclined to hide his boredom if he is bored. The boy soon learns that "telling a story" is not the simple thing he had thought it to be.

3. *The field of retail selling* offers some splendid material for intelligent and correct use of the English language, and proves of great interest to boys. The work is assigned to the boys in pairs

and the dialogue is worked up between the buyer and the seller with the class as critics. Many a budding salesman comes to the front in this work and it is interesting to note that many boys who feel that they cannot do oral work will forget that this is oral and will take an active part in it on the days when it is assigned.

4. *Debate* is a valuable exercise in this plan as it teaches organization, but it must be watched carefully as the younger students are apt to "go wild" and waste a lot of time and energy on irrelevant matter.

5. *The class room play* is a boon to people who are trying to work along this line; and here the interest in the play will carry the boy over the stumbling blocks. He always seems to realize, consciously or unconsciously, that the play is a thing apart and on a higher plane of some kind than just "ordinary English"; and he will make every effort to tone up or tone down his voice, watch his pronunciations, enunciations, inflections and other things that are necessary in this form of training, things at which he would turn up his nose in disgust if they were presented *per se*. One realizes more truly than at any other time in what small measure freshmen and sophomores have grown up from their grade days when one looks upon their joy, interest, and hard work in a play.

6. In the schools that use *self-governing methods* of administration and discipline the first training in public speaking can be easily and logically given. The younger boys listen with awe and admiration to the upper classmen who appear before the assemblies and in the roll-rooms to speak on various subjects of interest to the school. They realize that some day they too may have the honor of being one of the chosen few who "carry the message to the heathen"; and so they delight in writing and spouting speeches for special occasions or subjects. They may be very crude at the beginning of the year but if one can establish the wish or the desire to do the thing, one can usually obtain results before the end of the first year. The results in the second year are often surprising, both as to bodily control, posture, voice, inflections and all the other items that enter into a satisfactory expression of self. Boys are much shyer than girls in expressing their desires; if one can dig down and find the desire there, one has usually only to give it the friendly and sympathetic shove and over it goes. Many times the results are amazing and most satisfactory.

7. The younger boys at first fear, but later come to enjoy the beginnings of *extempore speaking*. They work several weeks at short oral themes, which they prepare first with an outline and notes, later discarding even the notes in order to give themselves freer expression. Then topics of such a nature and of such general interest are given that they ought to be covered by any ordinarily intelligent high school boy. A period of two minutes is allowed for a rapid planning of the talk, and then it is delivered to the class, each member speaking on a different subject. As each speaks, the teacher may make a note of the points that need comment and correction; but in almost every case, except in those of the finer points which do not really pertain to first-year work, it will be found that these corrections and suggestions are made by the critic class before she has opportunity to speak. Even freshmen boys can be taught to do this rather well if a persistent effort is made.

8. *Oral reading* is the *bête noire* of the English teacher; and the number of students in the first year who can read even the simplest matter intelligently is almost zero. The one method that seems to bring results is to take a story within their sphere, even though it may not always qualify from the standpoint of literature, and by working on the principles involved in good reading, work from this lower form to the interpretation of the really good. Declamation may be used in the same way if one is content to start with simpler things like the poems of Service and Kipling.

9. One of the best helps in this work is the *coöperation of teachers in other departments*. Too often the student feels that the English class is the only place where he must have any attempt at logical thought and intelligent expression; and so he aims for it in that class only. If the science or the history teacher would demand a recitation in accord with the principles of the use of good English, we should be able to make much faster progress than we make today. Under the present system the boy knows he can "get by" with it in other subjects, and feels that it is one of the duties of the English department to make life miserable for him on subjects about which no one else in the whole school bothers. As English is only one-fourth of his semester's work, he reasons that three-fourths is greater than one-fourth and that therefore the English department and what foolishness it insists upon is not nearly so important as the English department seems to think.

I believe that one of the reasons why so many English teachers have avoided the wider use of oral aspects in their work is because they feel that it is too much of a "snap". They feel much more satisfied with the work accomplished if they can sit up half the night with a pile of papers and a blue pencil. In this case, however, the accomplishment is entirely on the teacher's part, and the student has received nothing but a hasty impression of a mark in the upper left hand corner as he quickly crumples the paper before he puts it into the waste basket. If any teacher thinks oral English is a "snap" and that she is not earning her salary where she is teaching it, let her try it for a very short time, and she will have ample material for a great change of heart and mind. It is the hardest kind of English work that I can imagine; but at the same time it is the most satisfactory phase of the work that I have found in teaching academic English to high school boys. One cannot help feeling that the pupils are getting something that is to be of real value to them in their contact with the world and its problems. Educators have worked too long for the theoretical in our schools; and in the English department in particular 'they have asked for bread and we have given them a stone'.

I do not mean to create the impression by what I have said that I can turn out finished speakers at the end of the first or even the second year. That would be impossible under any system or by any devices. I do believe on the other hand, that I can establish the beginnings of and an interest in a more practical aspect of English which will come very close to the daily life of the individual. I believe that a persistence of effort along this line and a concerted attack from all departments of our schools will in time come to accomplish that reform that we are in such sore need of—the ability to use our own language as a means of intelligent "expression rather than as a means of suppression."

The matter of criticism must be handled very carefully and tactfully, particularly with boys of the shyer type. There are always general and common mistakes that can be commented upon by the teacher at the end of the hour before the whole class. Individual peculiarities, habits, defects, can be reached and best corrected by individual notes of criticism which save the recipient the discomfort of having the matter brought to the attention of the whole class.

The field of oral English, though a very broad and practical one, has been one of the most neglected up to the present time, but today the outlook is very bright, as the world has at last recognized the value of it; and when the true American can be brought to see that there is a decided need for a study and a practical use for it, he is always ready and willing to "go in for" it with a spirit and a singleness of purpose that usually produces a permanent cure. It is a "consumation devoutly to be wished" that the schools of America may see the advantage of this oral movement and that through their agency the time may come when the products of their institutions may handle their native language in an intelligent and satisfactory manner, pleasing both to the ear and to the intellect.

SPEECH CONTENT AND COURSE CONTENT IN PUBLIC SPEAKING*

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I

SINCE our last annual conference, there have appeared in our professional journal two articles on the subject of content in public speaking. These two papers I wish to discuss with you this afternoon. They present a question of really vital importance to many of the members of this association, to all of us in fact who are teachers of public speaking. I use the word vital in its most literal sense. Upon the answer of our profession to the question raised by these papers, depends ultimately, I believe, the very existence of courses or departments devoted to instruction in public speaking.

The two articles to which I refer are: *"Adding Substance to Form in Public Speaking"*, by Everett Lee Hunt, of Cornell University, published in the June, 1922, QUARTERLY JOURNAL OF SPEECH EDUCATION, and *"The Problem of Speech Content,"* by W. P. Sandford, of Ohio State University, published in the November, 1922, issue of the same journal. These two papers differ in some details but fundamentally both promulgate the same doctrine. This doctrine is in brief: that in order to give proper content to courses in public speaking, instructors should prescribe the fields, or the subjects, of the students' speeches, and should furnish guidance, reading matter, and instruction in the subject matter of the fields or subjects prescribed. To this doctrine I am wholly opposed. I object to it fundamentally and in all its details and ramifications. I protest against the attitude toward instruction in public speaking

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which apparently gives rise to this doctrine, and I find thoroughly unconvincing the statements offered in substantiation of it.

In my paper this afternoon I shall attempt a detailed answer to the papers of Professors Hunt and Sandford. These papers, in my opinion, make the most thoroughgoing attack upon the worth and dignity of instruction in public speaking that has appeared in our generation. If their policies are endorsed and adopted by the profession, I believe that courses known as courses in public speaking should, and will, soon disappear from our colleges and universities. My discussion of these papers is, of course, in no way motivated by a desire to engage in personal debate with their authors. In my discussion I shall be, I trust, no more personal than the exigencies of the occasion imperatively demand. But I would never have thought of discussing this problem except for these papers, and I know of no frank and effective way of discussing it except by discussing them. A pertinent and adequate presentation of this subject today without frequent mention of the doctrines of Professors Hunt and Sandford, as shown in their recently published statements, would be possible only by a labored attempt at impersonality and indirection, which would be, I believe, as distasteful to you and to the authors of these papers as it would be to me.

II

In the issue of THE QUARTERLY in which appeared the second of these papers, the editor, in an editorial headed, "Content—and 'Content'," called attention to the necessity for careful definition of the term "content" when that word is used in discussing courses in public speaking and pointed out the two very different possible usages. This editorial admonition must not be disregarded. The two meanings in which the term "content" can be used in this duscussion are: (1) *content* of speech—meaning the subject matter, the substance, the thought, the ideas, expressed in a speech, and (2) *content* of a course—meaning the subject matter studied, the ideas and principles discussed, the exercises and problems worked on, in a course.

The two papers under consideration have both taken the position that the only way to get the second (course content) is through the first (speech content)—that the only means of giving the proper content to a course in public speaking, is for the instructor to prescribe, furnish, and teach the content of the students' speeches.

Please note that I am not reporting them to have advocated paying no attention to anything except the content of the students' speeches, but rather that they take the position that a course in public speaking can have proper *content* in it only as proper content is found in the students' speeches, or as proper content for the students' speeches is furnished, prescribed, and taught by the instructor. In other words, for these two writers apparently content of the second kind—content of a course as distinct from the content of the speeches in the course—does not exist. They either assume that the two "contents" are identical, or else that the second is a matter of little or no importance, since in their discussion of substance and content in public speaking they do not so much as mention it.

According to the first of these articles, it is advantageous so to conduct a class in public speaking as "to make the discussion center upon what the student says rather than on how he says it." By "what he says rather than how he says it," the writer does not mean composition rather than delivery. He means that it is better in a class in public speaking to have the discussion of the class room center upon *what* the student is talking about, rather than upon *how* he talks about it. Professor Sandford agrees. He writes:- "Instruction in speech content is necessary." And he adds: "The class should be conducted in such a way as to put emphasis on content rather than on form."

Both writers assume, or arrive at by some other process which they do not divulge, that the content of the students' speeches constitutes the only possible content for a course in public speaking. In other words, they hold that public speaking has no respectable "course content" of its own, but must borrow and use its neighbor's content in order to gain or to keep a dignified position in curricular society.

Now I am not surprised to find that there are people who take this attitude toward courses in public speaking. There are people who take essentially the same attitude toward every course in the curriculum, and in fact toward the curriculum itself. There are those who do not give "any great respect" to education, anyway. The existence of these opinions in the world need not trouble us. But when we find this attitude expressed by men who are listed in the catalogues of great universities as assistant professors of public speaking, and find published in our professional organ, statements

of elaborate technique based upon this attitude, I suppose we are warranted in taking the situation seriously. Perhaps we may transpose Grattan and say that in this instance the insignificance of the accusation is lost in the magnitude of the accusers.

Let us then take this attitude seriously and examine at some length into its merits.

Speeches obviously may have content, for subject matter, tariff, diplomacy, or poverty and relief; and obviously also there can be, and are, college and university courses in, (i. e. having as content or subject matter) tariff, diplomacy, and poverty and relief. Now the question seems pertinent: "Is the 'content' of a course in public speaking, in which students prepare speeches on these subjects, properly—or even possibly—the same as the 'content' of such speeches, or the same as the 'content' of courses in these subjects in the departments of economics, political science, and sociology?" My answer to this question is an unqualified negative. Unless you will agree with me in this, unless we as a profession answer this question in the negative, teachers of public speaking can, I submit, have no dignified place in education, nor can they have any place, dignified or undignified, for very long.

This, then, is my thesis: that the subject matter of the students' speeches is *not* the proper "content" for a course in public speaking. Or more fully expressed: that the subject matter, the substance, the content, of speeches on, or discussions of, art, liberty, war, progress, tariff, taxation, or diplomacy (by whomsoever given or prepared—students, instructors, or others) is wholly improper and illegitimate subjest matter, or substance, or content, for a course in public speaking.

Take the courses mentioned above for illustration. The subject matter indicated by the words " tariff," "diplomacy," and "poverty and relief," has no inherent or necessary relation to *the purpose* of a course in public speaking. The proper immediate purpose of the courses mentioned above is to give the students *knowledge* of tariff, diplomacy, and poverty and relief. The proper immediate purpose of a course in public speaking is to give the student *knowledge* of, and *proficiency* in, public speaking. (Of course, we are not concerned here with the ultimate objective which is the same for all courses, the purpose of education itself, viz., the improvement of the individual's ability to live happily and effi-

ciently in this universe of ours.) Ideas, facts, information, therefore, about tariff, diplomacy, and poverty, and the great principles of liberty, religion, and progress, are legitimately given attention in courses in public speaking only incidentally, only insofar as giving them attention promotes the real purpose of such courses—knowledge of, and proficiency in, public speaking. And this purpose is clearly and emphatically not the purpose for which the articles under discussion advocate philosophical and economic content for courses in public speaking. Such materials may perhaps serve as useful *means* to the proper *end* of the course; as ends in themselves they are wholly out of place in such courses. Economic and philosophical content for the sake of public speaking may well be permissable under some circumstances. But this will not satisfy the writers of those pages. Their attitude is distinctly not such content for the sake of public speaking, but is clearly either such content for the sake of itself, or public speaking for the sake of such content. They would, apparently, give courses in public speaking for the primary purpose of teaching philosophy and economics—not public speaking.

III

So much by way of preliminary statement of our positions. Now, in order to justify my interpretation of their position, and my opposition to it, let me turn to their detailed presentation of that position in the articles above cited.

Professor's Hunt's attitude is indicated in his introductory paragraph. After remarking that students lack ideas for speeches, have little notion where to seek them, do not recognize speech possibilities, etc., he states his position in the following passage (italics mine): "The problem of content, therefore, should be recognized and *dealt with as an integral part of instruction in public speaking.* In suggesting an organized body of collateral readings as an additional resource in the search for ideas, this paper will attempt to state and discuss the principles of selection which should govern the choice of such material."

Having thus easily reached this position he sets forth five principles to guide the control of that content.

His first principle is as follows: "A course in public speaking should include as source material, a group of essays or addresses which treat a limited number of fundamental subjects, upon which any liberally educated man should be able to speak intelligently and

effectively in public." Now I wish to ask if a liberally educated man should not be able to speak intelligently and effectively on any subject that he wishes to speak on—literally on any subject? I believe so. And I believe that the purpose of courses in public speaking, as a part of a liberal education, should be to give him just that ability. We ought to be permitted to assume that a liberally educated man—or any intelligent man—will not wish to speak on a subject that he knows nothing about. But I object to the position that the function of a course in public speaking is to give the student *an understanding of the subjects* that he may wish to talk about. The function of a course in public speaking is not to provide the student with the whole of a liberal education, but to enable him to gain one important part of a liberal (and liberating) education, viz., the ability to express well, orally, in public, whatever he may have to express. And that is no mean function.

Furthermore, there is in this section an assumption that intelligent, worthwhile public speaking is indulged in only *on a limited set of subjects.* I quote: "What sort of men are doing the intelligent public speaking of today, and what are they talking about?" Again: "But if we are in quest of the fundamental topics of public discourse." Again: "We may assert that the case for limiting the source material to certain fundamental subjects rests upon much the same grounds as the case for limiting the subjects admitted to the curriculum of a liberal arts college. It rests upon the assumption that some subjects are more important than others, that valid principles of selection do exist, and that individual pursuits may for a time be subordinate to interests that are universal." I submit that the only limit to the subjects of worthwhile public speaking are the limits of the concerns, the affairs, the needs, the interests, of men and women. Intelligent and effective public speaking may be indulged in on literally any subject of human concern under appropriate circumstances—provided only that the speaker has an intelligent and effective mastery of the art of public speaking.

The second principle is: "That the topics selected should fall within the realm of probability rather than within the bounds of scientific or historical knowledge." We have here again something akin to the assumption that public speaking means an unusual, exalted activity for the select few, the great orators, the professional practitioners of rhetoric. And I am led to ask what

about the student who is not to be a professional orator, or rhetorician, or publicist,or philosopher? What of the student who is to be a worker in the realms of scientific and historical knowledge? Is he to remain forever silent in public? Are such workers to be debarred from instruction in public speaking? Are we to be content to have all the scientists of the future as helpless in serving the cause of science on the platform as most of them are today? Such a view shuts out the majority of students from the field of our interest and influence and narrows tremendously our opportunity for service to education and to enlightened life.

The third principle is: "That each topic should be presented by readings adapted to various minds." This principle is perhaps harmless enough. It stands or falls with the others on their merits or lack of merits. But in the discussion of it we find again revealed the attitude that it is the business of the teacher of public speaking to teach something else besides public speaking. One might almost say to teach *anything but public speaking.* I quote: "For one student the idea of progress, for instance, will be set working in his mind most effectively by Wendell Phillips' popular lecture, *The Lost Arts.* Another will be stimulated more by the Romanes lecture by Dean Inge." I quote again: "Of course, such flexibility is impossible in many academic subjects, where accurate information must be of greater importance than an attempt at creative and reflective thinking. But if a skillful speaker can interest many types of audiences in one subject by varying the intellectual level of his speaking, a skillful instructor ought to be able to interest many types of students in a required subject of discussion by varying the intellectual demands of his source material." The approved objectives clearly are: to set working in the student's mind the idea of progress, to further an attempt at creative and reflective thinking, to interest the student in a required subject of discussion, but never apparently to teach public speaking. Now I have no objection to students' minds working on the idea of progress, and certainly reflective thinking is a wholly praiseworthy activity for those who are capable of thought and who have anything to reflect about, but for a teacher of public speaking, in a course in public speaking, to make these the real objectives, is, I submit, a procedure that, if continued, must lead inevitably to the passing away of

instruction in public speaking—or rather to a general awareness that it has already passed away.

The fourth principle set forth (for teaching public speaking so painlessly that no one concerned can posssibly be conscious that public speaking is being taught) is: "That essays and addresses selected should increase the student's comprehension of general principles likely to be used in public discussion."

One might for a moment suppose on reading this that the writer was here concerned with general principles of public speaking; but let me assure you that such is far from his purpose. It is perfectly clear from what he says here, and in other parts of this paper, that he has in mind the general principles of public duty, liberty, art, religion, democracy, and progress. He wishes to furnish his students with ideas, comprehension, understanding, on all these great subjects—with the content of speculative doctrines, not with principles of public speaking. I quote again: "The important thing is that they should create an understanding of an enthusiasm for principles which will later serve as sources for the highest type of public address." Certainly this is a worthy objective for young citizens of this republic. We all wish young Americans to have this equipment. And, therefore, most of us believe in liberal education. An instructor in public speaking, however, should be content to pull his oar in the boat of liberal education, but he should hardly try to pull all of the oars. It really seems quite contrary to precedent for a man to accept all of the responsibilities of

> "The cook and the captain bold,
> And the mate of the Nancy brig."

without even the excuse of harrowing necessity.

The fifth principle is: "The essays and addresses should be chosen from those written with a persuasive purpose and not merely to inform." The reading we are told is not "selected with the purpose of supplying facts." Furthermore, because such reading does not fall "within some organized field of demonstrated knowledge," and because its "purpose is to persuade, to produce belief or action within the realm of probability, then it falls within the field of rhetoric, and the instructor who uses such specimens of dis-

course as source material for speech composition is not trespassing upon the domain of others."

In this we have offered to us a carefully prepared alibi to be used when we are accused of trespassing on our neighbors' fields. In such an event a teacher of public speaking using the system advocated easily says to the irate proprietors of little patches of science, history, and economics, "I never touched your precious little fields. I never once had my feet on your ground at all. I was just flying around up in the clear, pure air, looking down on all of your fields."

We may have here the beginning of a problem in education that will parallel the new legal problem which aviation has given rise to, namely, the problem of the ownership of the air, and the application of the law of trespass to the far spaces, high above the gross earth of exact knowledge, through which blow the winds of "speculative doctrine." Let me give you this idea in the writer's own words. I quote again:

"In discussing what I believe to be the advantages of such a course, it is not necessary to emphasize the general educational value which extends far beyond the functions of the public speaking teacher as a specialist. Educational literature is full of the demand for courses which will serve to correlate the departments of instruction; which will discuss problems which no department solves, but to which all may contribute."

And a little further on he writes again:

"If students are asked to prepare and deliver speeches upon problems which draw upon all departments of knowledge, if their efforts are guided by men of breadth and intelligence, then at least they have an exceptional opportunity to work out their own salvation."

From this exalted point of view the instructor in public speaking seems to be a sort of coördinator and interpreter for his colleagues. Truly his proper function seems to be various when viewed from various angles; but it seems never to be to teach public speaking.

IV

One more comment on these principles as a whole: my objection is, as you have probably observed, to their use in *substituting something else for instruction in public speaking.* If they were to be used simply to furnish ideas to students who had none in order that some material might be available for use in teaching public speaking, they might be helpful; but this is very clearly not the purpose

of their author. He wants to furnish this material for its own sake or in order to put something into the course in public speaking to give it respectable "content." He nowhere even suggests that this procedure is worthwhile merely as a device to facilitate the teaching of public speaking as such.

Of course, we can admit that whenever an instructor has a class in which an actual testing out demonstrates that the students *must have ideas presented to them,* in some form or other, in order to have the proper subject matter for speeches, these principles may well be of use. I object, however, to the assumption that that is the situation in classes in general; and, frankly, I should be greatly surprised to find that to be the actual situation in any university classes—especially classes to which freshmen are not admitted. One wonders what the other members of the faculty do. What was the result of the student's first year in college? What did his high school training, his contact with life around him, do for him? What of his reading? his talking? his interests in his past, present, and future environment? Is his only contact with ideas that furnished by his instructor in public speaking? That this program is really necessary in order that public speaking may be taught seems almost unthinkable. If, however, it is actually found to exist, then the principles laid down in the article under discussion, if used simply for *selecting material* from which university students can get ideas for speeches, seem to me fairly satisfactory. That is, they seem to present a fairly satisfactory method for doing something which I do not see why a university instructor should ever have any occasion for doing.

But after the author has laid down these principles, he goes on to use a number of sentences which seem to me to rest upon wholly unwarranted assumptions. He continues to assume positions in regard to the proper function of instruction in public speaking which further confirm my interpretation of his purpose in the use of the principles already discussed. These positions should be promulgated and accepted only after the most careful substantiation. Such substantiation is, and, I believe, must remain, wholly lacking.

After stating that his scheme would save time for students and instructor, he writes: "A second advantage arises from the fact that the whole class, with something of a common background, is discussing the same subject." Why is this an advantage? What

difference does it make whether they discuss the same subject or not? Isn't there inevitably enough of a common background, for a group of upperclassmen in a university, to make it possible for them to speak to each other on a wide variety of subjects? Surely the objection will occur to many, that the reading of a prescribed set of essays for the purpose of furnishing a common content and a special common background for the speeches would result in monotony and boredom, lack of individuality and of earnestness. But this objection is not discussed. No objections are discussed. The writer seems to rest confidently on the assumption that providing a special common background, and enforcing the discussion of the same subject by the whole class, is in itself an advantage. Why? and how? This procedure seems to me to remove the class experience still further into the realm of the artificial—still further from the conditions under which men must address audiences in the actual affairs of life. A university class, by the very fact of being a university class, has already a more unified spirit, a more definable common background, than a great many audiences have. Why assume that by artificially increasing this factor we gain an advantage?

To quote again: "It tends to make the discussion center upon what the student says, rather than how he says it." I take it that this sentence represents the real heart of the position revealed in his article, with which I find myself in complete disagreement. I believe that the business of the instructor and the students in a class in public speaking is not "what the student says," but is emphatically "how he says it." Granting that "how he says it" is in part conditioned by what he has to say, we must, *as a profession still maintain that the instructor in public speaking should not take the responsibility for what the student says*—for his knowledge or understanding of economics, politics, art, religion, or liberty. We cannot take this responsibility and really give adequate instruction in these subjects. If we teach public speaking as it should be taught, we shall be doing a full-sized, worthwhile task, and we shall not have time to furnish or direct the student's education in other fields. Perhaps most important of all is the consideration that making the "content" advocated in this article "an integral part of instruction in public speaking," is, it seems to me, necessarily, to approve and encourage superficiality, and must in many cases actually

give offense to students of ability. It constitutes an open endorsement and promotion of the dilletante attitude. It assumes that students have no ideas or interests worth talking about; it assumes that all the students are *equal* in this absence of ideas and interests, —that they start even in their total ignorance; and it assumes that their condition is significantly improved by reading a few essays on such subjects as those mentioned. This whole plan is based on an acceptance of the idea that a student who has no ideas sufficient for a good class room speech can be seriously helped—can get ideas and understanding enough for a speech—by reading a few essays on art or democracy or religion or peace. The student might have ideas on other topics, but that won't do. He must confine himself to the prescribed fields and act on the assumption that he can get all the knowledge and ideas that he needs from the prescribed essays. The instructor has undertaken to furnish and teach the content of the speeches and he discharges the responsibility by prescribing a few essays. This almost makes superficiality compulsory. The reading of two or three or four such essays by a student preparing a speech on such subjects should be a mere incident in his preparation. That preparation should be based on an intimacy of interest and knowledge and comprehension that is wholly inconsistent with any plan which requires all students to work on the same subject.

Now I grant that all students will not at all times make as careful preparation as they should. They may slight their work; they may steal the materials of others; they may manufacture fictitious information; they may try to bluff. But at least we teachers may refrain from putting our professional approval upon speeches which are the result of necessarily superficial reading. We may at least set a standard that presupposes adequate information and understanding on the part of the students in whatever fields they undertake to discuss in their speeches, and we may make it at least possible for some students to approach such an ideal.

Let us in the interests of sound teaching of public speaking, refrain from giving this open, formal endorsement to the spirit and method of the dilletante. This must be the result if the teacher of public speaking attempts to give instruction to the student in "what he says" about this "content," and all this can be avoided if the instructor, in self-respect and in respect for his colleagues,

will just keep his attention centered on his own specific responsibility—teaching the student "how to say" whatever he has to say—teaching him the use of what Sir Richard Claverhouse Jebb calls "the weapons of speech."

Under "how he says it," I mean, of course, to include all such problems as those of analysis, organization, diction, sentence structure, in short all of the problems of composition, as well as all of the problems of delivery. Please note that these are all problems of form, of technique, in public speaking, not problems of substance or content, in philosophy or economics or political science. In many cases it is advisable even to separate the problems of "how he says it" in composition from the problems of "how he says it" in delivery. In fact quite separate, and wholly worth while university courses of thoroughly respected and respectable "content" are given on these two different sets of problems—those of speech composition and those of speech delivery. But in both classes, of course, the business of the instructor in speech is not *what* students are saying, but is *how* they are saying it.

V

I know that some people get panicky at the thought of courses in "delivery"—or in the science and art of direct human communication without the use of pens, pencils, typewriters, or printing presses. But, really, any mature person, who has ever given any thought to the significance and complexity of this activity which we call "talking," and to the lack of beauty, efficiency, and even of elementary ability, on the part of millions of people, is usually secure against panic. As for content, legitimate content, in such courses, there are aspects enough of language, physiology, psychology, physics, etc., etc., involved in the study of delivery or talking, to keep the most industrious scholars busy for their whole lives. And please note, that even though there are other departments in the above mentioned subjects on the campus, there are aspects of these subjects that are phases of speech, that should be in the hands of specialists in speech. They constitute "content" for courses in speech. In the same way certain aspects of physics, chemistry, psychology, and anatomy constitute proper content for courses in physiology. There are, of course, other combinations of phases of various fields that go together to make good content of still other

departments of the curriculum. But there are limits to cross-breeding among college courses as well as among animals and plants. One of them is overstepped when we try to make aspects of economic fact and theory or of political fact and theory, coöperate to produce a course in speech, public or private.

As for the man who wrote to the editor of THE QUARTERLY that he would as soon mine coal as teach delivery, I am quite undisturbed by this expression of personal taste. I believe in a division of labor. This would be a dismal planet indeed if all men wanted to teach delivery or any other phase of speech work—or of any other work. In fact, I am very glad indeed that the tastes and talents of some men lead them to be coal miners. Teaching delivery, or anything else, in Wisconsin in midwinter would lose its attractiveness were it not for this particular aspect of the diversity of human aptitudes and inclinations.

VI

To return, however, to the discussion of content or substance, as recently presented in the papers under consideration, I submit that so far as the speeches of the students are concerned the proper business of the instructor in public speaking—and of the students of public speaking— is *form*, not *substance*, is public speaking; not economics, politics, or religion. Does not this follow inevitably from the fact that it is a class in public speaking and is not a class in any of these other subjects?

Now if this position of mine is unsound in any way, morally or pedagogically, I beg for help. I need help. And so do many other university professors—and deans and presidents. I should like to know why and how the situation differs from that found in a class in which students are studying painting. Should such a class be concerned, not with *how* the students are painting, but with *what* they are painting? Should a class in singing be interested, not in *how* the students are singing, but in *what* they are singing? Or if this sounds too much like delivery only, should a class in versification, or in narration, or in any of the other *forms* of composition be concerned with *what* the students are writing rather than *how* they are writing? The position seems to me wholly untenable; and yet apparently Professors Hunt and Sandford hold that position with complete devotion to all that it involves.

Now I am not recommending that the instructor *ignore* the

subjects of the students' speeches. I am not contending that it makes no difference whether or not they have appropriate subjects and content. But I am saying that the *furnishing* of subjects and content is not teaching public speaking, is no proper part of the work of a teacher of public speaking, is not proper "content" for a course in public speaking, any more than the furnishing of the content for exercises in journalism or versification or narration is the proper function of the teachers of those subjects.

One of the most significant passages in Professor Hunt's article is: "One objection to the task of the teacher of public speaking has been that beyond a limited technique, which has never commanded any great respect, he has had no field wherein he could speak with authority. He has often been too occupied with routine drill to become a master of the history and literature of his subject."

I suppose the technique of public speaking is limited, as is the technique of all the activities and arts known to man, and as are the facts of all the sciences taught and studied in the universities. But that the technique of public speaking has never commanded any great respect is hardly borne out by the history of the subject, or by a consideration of the scientific ramifications of the subject which are recognized today. I submit that an investigation of that history alone, from Aristotle to the present day, will discover instances of as great respect as has been accorded to teachers of any subject—and an impressive number will be found to be "modern instances."

But suppose we accept this dolorous picture of the task of the teacher of public speaking, what then?

The remedy suggested seems to be that instead of taking time to study the history and literature and science of his subject, instead of enriching the proper content of his course, he and his students should give their attention to philosophy, politics, and what not, to enrich the content of the students' speeches. This remedy simply intensifies and perpetuates the disease. *Neither teachers nor students will ever become familiar with the history, literature, or science of their subject so long as they give their attention to other fields.* The teacher of public speaking, as the teacher of any art, must be concerned with technique in the broadest sense of the word.

A thoroughly informed mastery of the art of teaching that technique, covering a history of its development, its place in educa-

tion, its relations to other fields of study and discipline, and particularly its coördination with other parts of the field of speech, will, I am confident, assure to any man who achieves it greater respect in the world of education than is the lot of most scholars and teachers.

VII

The article by Professor Sandford in the November (1922) number of THE QUARTERLY also assumes a great many positions which I submit must be carefully established before we accept the specific technique which he has elaborately developed in his article.

It is true that one section of his article is headed, "Why is attention to subject matter necesssary?" But this section lacks both the form and the substance of valid argument, because it rests upon the assumption of unproved premises, and because it confuses problems of content with problems of form (as he is using these terms). But I shall discuss its faults in due order. First, I am concerned with his introductory paragraph.

Take the second sentence of the article: "The indictment commonly made against courses in public speaking—that in them is taught the form, but not the substance of speeches—would find ample support in most colleges and universities which offer speech work." This begs the whole question by the use of the term "indictment." Why is this plain, obvious statement of the essential truth an indictment? This crucial point is assumed throughout the entire discussion.

The writer apparently considered it self-evident that the teaching of form, and not substance, is evil. He remarks with apparent disapproval that "the emphasis is almost everywhere placed on delivery and on the principles of speech organization." If the word "organization" is used substantially as a synonym for the broader word, "composition," as it evidently is, then the offering of this as one of the counts in the "indictment," without pausing for so much as a phase of proof that this is an indictable offense, again begs the question.

Where should the emphasis be placed in a course in public speaking, except upon public speaking; i. e., upon the principles of delivery and of speech composition? Surely if the emphasis is placed on taxation, for instance, (which is one of Mr. Sandford's substitutes) and not on public speaking, we have essentially a course in

taxation, and not a course in public speaking. I believe that in most well-organized universities the instruction in taxation is in the hands of the staff in economics, and not of the staff in speech.

But note the second count in the indictment: "A common attitude among teachers in public speaking is, 'It is not our task to teach economics or sociology, or political science. We are interested primarily in teaching students to speak well, and to organize their material well'." Then the position that this attitude is an unworthy one is argued only to this entent: "Let us grant at the outset that our primary interest is as stated. If it becomes our sole interest, public speaking is indeed a provincial field. We must recognize our responsibility to other *(sic)* fields of learning and to the interest of society at large if public speaking is ever to have any very advanced academic standing or to be of practical service."

Query: What about our responsibility to our own field of learning?

If conducting a course in public speaking with the interest centered solely upon teaching the students to speak well and to compose speeches well, makes public speaking a provincial field, I suppose teachers of public speaking will have to be content to work under this curse, whatever it is. I am wholly at a loss, however, to know what the curse is. I cannot figure out what is meant by "provincial" in this sentence—except that it is something derogatory and is to the writer apparently "indictable." But what is it? And why is it "against the law?"

Furthermore, if in conducting a course in taxation the interest is centered solely on getting the students to understand the problems of taxation, I should like to know whether that makes taxation a provincial field? Or if in a course in dramatic writing, the sole interest is to teach students how to write plays, does that make dramatic writing a provincial field? Again I ask for light.

Now I can easily imagine some person (even a well educated and intellectual and quite delightful person), who has never become acquainted with the history and function of speech education in general, and of public speaking in particular, making an easy answer. I can imagine such a person remarking naïvely that taxation and dramatic writing have something to them, have "content," have substance, dignity, and respectability, and all the rest of it; while, of course, public speaking has nothing of the kind! I can

imagine such a person making such an answer, but before reading these two articles I could not have imagined such an answer from a professor of public speaking.

VIII

The teaching of form or technique, primarily or exclusively, in courses in public speaking does not make these courses unique in American universities. We have in a course in public speaking, in which proficiency is the primary aim, precisely the same situation that we have in any course in an art as distinguished from a science. I am using these two terms in conformity with Jevon's statement that a science teaches us to know and an art to do. If the statement that "in courses in public speaking is taught the form, and not the substance of speeches," is an indictment, then a great many of the courses in the curriculum are open to precisely the same indictment.

In the statement above quoted you may change the words "public speaking" and "speeches" to suit other courses and find that this statement applies to dozens of courses in every university in America and with every iota of the justification which can be claimed for this indictment of public speaking. It can obviously be done in regard to all courses, such as those in the list below. In all of them is taught form, technique; not substance or content as these words were used in both of the papers I am discussing. The list here is a partial list of such courses given in various departments in the University of Wisconsin. I have avoided repeating titles which are substantially parallel in a large number of departments, and have, in some instances, not listed courses but the names of departments which include a great many courses in form, or technique. This list, therefore, may be multiplied a number of times without exhausting the number of such courses in a standard university curriculum. Think of the work these courses would furnish for the grand jury of Pedagogia if Mr. Sandford were prosecuting attorney for that district!

Logic, Journalism, Manual Arts, The Teaching of Botany, Versification, Accounting, Latin Prose Composition, Business Correspondence, Technique of Field Investigation, Methods in Plant Pathology, Technical Composition, Principles and Practise of Translating, Music, Historical Method, Advertising, Methods of Social Case Work, English Composition, Technique of Instruction, Lit-

erary Criticism, Dramatic Writing, Advanced Practice in Speaking and Writing German, Narration.

If the bringer of the indictment wishes to proceed with a joint action against all of the defendants throughout the whole curriculum who can be called into court to answer for the crime of having taught form and not substance, he will have to prosecute about half of his colleagues. If he succeeds in convicting the accused and carrying out appropriate penalties of banishment, or imprisonment, or hanging at sunrise, he will bring about the greatest revolution in education since man first began to teach and be taught.

Education from the kindergarten to the graduate school would be an unprofitable, useless, fruitless experience if from its field were banished all teaching of form or technique instead of substance. Civilization itself consists largely in man's improvement in form, in technique, in knowing what to do with, how to treat, with what technique to handle, the substance of the universe.

Of course art and science, form and substance, technique and content, proficiency and knowledge, are not strictly immiscible elements. One cannot go far in one of these without also progressing somewhat in the other. A student cannot learn "how to do" in the various fields without thereby gaining "knowledge" as such; and he cannot go far in knowledge without inevitably learning, at least to some extent, how to do something. We can and do, however, have courses, the primary objective of which is proficiency, art, technique, form, learning how to do; and we can and do have courses in which the primary objective is knowledge, science, substance, content, learning facts. And we have many (shall we say "double purpose?") courses in which the objective is a mixed one, part knowledge, part proficiency. But in an orderly and unified course the art and the science should be inter-related, *the knowledge and proficiency should be vitally associated.* We should not attempt to make proficiency in any field rest upon knowledge or understanding that is not inherently related to that field. We do precisely this thing when we attempt to make proficiency in public speaking rest upon knowledge or understanding of tariff or taxation, liberty or peace. It simply cannot be done. The only knowledge, content, substance that is inherently significant in a course in speech is knowledge of speech, or of the speech phases of language, psychology, and other related sciences. Content, substance, knowledge

that can never be other than accidentally significant—if signficant at all—should not be made an integral part of instruction in any course; and class discussion, interest, attention, should not be *required* to center on such material.

Clearly, the statement that you cannot make a good speech without having something to say, is simply a banal platitude. It is in no way a principle of speech composition. Nor is the statement that you cannot sing, paint, write, draw, model, play, or compose (in music), without having something to sing, paint, write about, draw, model, play, or compose, a valuable contribution to any of these activities. Disquisitions on the importance of having something to say in public speaking are on the same plane as treatises on the desirability of having water in the business of making ice, or on the importance of having flour for making bread. Possible exceptions to all these are equally obvious and equally insignificant.

IX

I have said above that section one of Professor Sandford's article rests upon the assumption of unproved premises and confuses problems of form with problems of content. He assumes that unless authority is exercised by the instructor, students will almost invariably choose trivial subjects; that no one of the subjects will be given a great deal of thought; that the treatment will be superficial; that the student will postpone until the day before his brief or speech is due the work of getting it ready, etc., etc.

No shred of proof is offered for any of these statements. They are simply assumed, notwithstanding the fact that they are the exact points which should be proved if his argument is to have any real force. If the answer should be urged that these statements rest upon his own observation, I shall be glad to change my charge from the fallacy of *assumptio non probata* to the fallacy of hasty generalization or generalizing from insufficient data.

Of course, we can all say that we are very sorry for the student and the teacher in any course where such "form" is taught, or practiced, or permitted. After we have expressed our deepest sympathy, however, I think we should be permitted to move on to an emphatic protest against any person's assuming that such procedure is the regular thing in any class in which the substance of the students' speeches is not prescribed in advance by the instructor. It would be easy for most of you to write down the names of a good

many instructors in whose class-room such technique is not allowed. Because an occasional student will, in the first instance, suggest a poor topic for a speech, seems to me a wholly unsatisfactory basis for providing in advance any prescribed subject matter. But if any man is actually so unhappily situated that he can have worthwhile subjects discussed in his class-room only by prescribing in advance the subject matter for the whole class, then we have a desperate case and may perhaps apply this desperate remedy. But let us not assume if we happen to work in a hospital that the whole world is sick.

There is evident in this section considerable confusion in regard to the difference between form and substance, or content, as the writer used these terms. For instance, he writes, "over-emphasis on form has led to shallow treatment of content." The problem of *the treatment* of content is a problem of form, of technique, and not of substance. Only a lack of *proper attention to form* could lead to shallow treatment of content. Again, "If any sort of reasoning or evidence is said to be good, if only it carries out this or that principle of clearness, or belief, or impressiveness, or action, can we wonder that there is little or no effort made to find material that is of itself good?" How can reasoning or evidence possibly carry out any principle of composition except as it is used in proper form or with proper technique? The testing of evidence, the testing of reasoning, the separation of evidence from reasoning, and the proper use of both, are all problems of form. They can be taught only by teaching technique, because they are technique, because they are a part of the technique of argumentation and are not part of the substance or content of courses in economics or of speeches on tariff or taxation. They are not matters of *what* (the student argues about) but are matters of *how* (he argues).

Again, "we simply have not trained students to think in any real sense." Training students to think is technique, is form, is not substance, is not content, in the sense in which form and substance are obviously used in this article.

Again, "Triviality and superficiality in content are not necessary." Triviality and superficiality are, of course, neither necessary nor permissible; but superficiality is always, in all fields, a *quality of treatment*, of form, of technique, and is not a matter of substance. Students can best be taught the difference between

superficiality and thorough treatment of subjects only by centering attention on this exact problem of form. Proficiency in analysis, in finding the issues, in forming sound arguments, in avoiding fallacies, is not engendered in students by giving them *knowledge* of tariff or taxation.

X

Sections two, three, and four of the article under discussion deal respectively with *control* of the choice of subjects, *supervision* of the accumulation of speech material, and *methods* of conducting the class. They have significance only if the position taken in the introduction and section one are valid.

There are, however, one or two points made in these sections that I wish to comment upon. In the first place, the second paper easily passes its predecessor in the race for arbitrary control by the instructor of the subjects and substance of students' speeches, and arrives at this: (Italics in original.) "Let us decide that our speech subjects shall be drawn from social, economic, or political sources. Now let us assign subjects to each student—and this is the heart of the whole matter—*so that each student will discuss but one general subject during the entire course.*" Then he offers as the fruit of all this super-system that the student "is to gain a reasonably thorough knowledge of one question." A knowledge of one question in social science as the prime objective of a course in public speaking, seems to me a rather pitiable aim. And not only that, but it is an objective which is strictly none of the business of the instructor in public speaking. The student's knowledge of the questions in social science happens to be the particular business of the teachers in another department. Now if a teacher of public speaking is going to refuse to teach his subject, I rather prefer Professor Hunt's substitute to Professor Sandford's. The whole is greater than a part, and I have more respect for a liberal education than I have for a knowledge—even a reasonably thorough knowledge—of one question in economics.

The question that seems to arise insistently from the pages in the November QUARTERLY is: "Well, if we can't teach the social sciences, what can we teach? We have to teach something to be academically respectable, and there is nothing in public speaking. It has no 'content' of its own."

No content! Nothing to teach, nothing to learn, nothing to

study, nothing to use, in public speaking to improve the student's intellectual equipment! That is what must be meant by anyone who says or implies that there is no adequate content in public speaking. I have quoted from the first of these articles the terms "limited technique" and "routine drill." I protest against such a view of even a section of our field. I protest in the name of all the illustrious scholars who have taught and written on this subject, from Aristotle and Cicero down to Winans and Woolbert! I would earnestly recommend that the teacher and the student in public speaking, who are thirsting after content, instead of "centering their attention" upon such matters as taxation and tariff, pursue a course of reading and discussion in the content of this particular historical line. It is one of the most interesting and signficant in the whole history of education. I recommend a complete course from Aristotle, Cicero, and Quintillian, down to date. I advise attention to at least Longinus, Demetrius, Dionysius of Hallicarnassus, Fenelon, Maury, Bautain, Blair, Spencer, Whately, Adams, Rush, Channing, Murdock, Campbell, Phelps, Brown, Curry, Bell, and a dozen or more contemporaries, including certainly Winans and Woolbert. If this doesn't uncover sufficient content, I would suggest investigation in the related phases of psychology, psychiatry, physiology, anatomy, and physics. Mind you, not a teacher, thinker, or writer in all this list mentioned above but is concerned with form, not with substance, as these terms were used in the papers I am discussing. They all achieved distinction by centering attention on mere questions of form in the field of human communication by speech, and not by centering attention on the substance of the field of economics. In this historical line can be found ample content for courses of sufficient academic respectability to sit at the head of the table with the wisest and the best in any university curriculum in America.

XI

Farther on in his article, Professor Sandford states, apparently as further justification for substituting instruction in the social science for instruction in speech in courses in public speaking: "The presence of a few men who have attained distinction in economics, sociology, or political science might do much to raise the intellectual level of courses in public speaking." I am not only skeptical of the results, but am afraid of friction in the process. I

am afraid there would be considerable danger of the instructor in public speaking who undertook to give his principal attention to taxation, for example,—who attempted to teach the substance of taxation in his course in public speaking—being politely but firmly warned off the field by the department of economics or by the dean of his college. With or without such a warning, we should in modesty and in self-respect leave the field of social science to the teachers of social science, and confine our efforts to promoting education in the field of speech. This happens to be the field for work in which teachers of public speaking are engaged. We should seek in our own field whatever professional distinction we expect to attain in our universities rather than compete in their field with our colleagues in social science.

One more comment on these sections and I am through with them. The writer evidently desires the instructor in public speaking to know more about the subjects of the speeches used in his classes than the students presenting the speeches. If the instructor has no pertinent and intelligent criticism to make in regard to public speaking, I suppose he obviously must talk about the tariff or taxation or something else in order to keep his place in the conversation of the class-room. To do this an instructor may conceivably go so far as to force the students to talk about subjects which he can also talk about. As a defense mechanism, this ought to work capitally. But why should an instructor in public speaking hope, desire, or pretend to know as much about the subject matter of the students' speeches as the students themselves know? Such a situation seems to me in no way desirable, and wholly impossible if proper freedom of choice is allowed to the students. I do not believe that there is a single university professor in America who could sit in my classroom year in and year out and bring to the discussion of the speeches a greater knowledge of the subjects of the speeches than is possessed by the various students who present them. The range of content is altogether too great.

"Well enough," you may say, "but what are you going to do if the students cannot suggest anything?" I have already granted, in a case where poverty of ideas and lack of information is complete, that the instructor might well adopt some method of *helping the student to get some ideas.* If you are teaching cabinet making and your students haven't any boards, I suppose something must be done

to get some boards. But why insist on hemlock boards when some students might prefer to work in oak or walnut or mahogany? Such students might with encouragement and freedom be able to procure some of these rare woods well adapted to use in your workroom. The statement that the instructor's "larger background requires that he guide the discussion more or less" will clearly fit only two types of situation: (1) the situation in which the discussions are artificially forced down to meet the limitations of the background of the instructor, or (2) that situation already "under indictment" in which discussion centers on "how he says it," and the attention of instructor and students in public speaking is given to public speaking! In this latter case the instructor will be teaching his own subject and will not feel the need of a larger background in some other subject.

XII

To conclude by a brief comment on Mr. Sandford's conclusion, let us consider his table of general results to be expected from such a course, conducted, as he said, "in such a way as to put emphasis on content rather than on form" (i. e., on economics, not on public speaking).

1. "Each student has gained a knowledge of some one public question."

In most universities instruction in and knowledge of public questions is provided for, adequately provided for, by men hired to teach in other departments.

2. "Each student has had valuable training in investigation and analysis."

Good; but this is form, not substance. It is "content" of a course in public speaking—not content of a speech on taxation or tariff. The only way to get valuable training in investigation and analysis is for the student and teacher to pay attention to investigation and analysis, which is paying attention to form, to technique.

3. "The class in general has gained an interest in public affairs."

If the students cannot gain an interest in public affairs by the instruction they receive in the other departments of the university (supplemented by the accidental contact with public questions which is *inevitable in the speech courses),* then the responsibility is upon the whole university and the world in which the students

live, and should not be shouldered by the instructor in public speaking.

4. "Superficiality and scattered effort have been avoided." Whether or not a student's work is superficial, whether or not a student's effort is scattered, are purely questions of form, of technique, not of substance or content.

5. "The class has had exactly the same amount of training in speech organization and delivery as if no restriction on subject matter had been imposed."

It doesn't seem even possible that this can be true, but suppose it were. Why impose the restrictions? Why sacrifice freedom, personal interest, spontaneity, and all that goes with letting the student work on the subjects which appeal to him most? Why give up all this, in a class in public speaking, unless the result is at least an *increase* in the amount of training in public speaking?

6. "The academic standing of public speaking has been raised."

I am skeptical. I should like to know where, and how, and to what extent, an instructor in public speaking can raise his academic standing by attempting to be an instructor in economics. This seems quite too much like raising yourself by pulling some other fellow's bootstraps. So far as I am concerned, I must see the feat before I can believe it.

7. "The course has met its obligation to the public interest."

I submit that a course in public speaking can meet its obligation to the public interest, its obligation to the students who have elected the course, and to the state or other organization which pays the salary of the instructor in public speaking, only by teaching public speaking.

XIII

Finally, I wish to suggest (in answer to Professor Sandford's hint: "For those who do not care to specialize in English or psychology for their doctor's degree, the social sciences offer an inviting field"), that it might be well for the instructor in speech (public or private) who does not care to specialize in English or psychology, to consider the advisability of taking his doctor's degree in his own field. Why not? Instructors in economics and politics frequently take their doctor's degrees in their own fields and, so far as I know, do not suffer in academic dignity from so doing!

I doubt if there are any authentic instances on record of a uni-

versity or college teacher's suffering in academic dignity or failing to gain the respect of his colleagues by having and expressing, in his professional activities, a genuine respect for his own field. I am confident that the teaching in this field that fails to receive respect is in almost all cases the work of instructors who do not know and cannot teach the proper *content of courses in public speaking.* The way out of such an unhappy situation is always more scholarship, more knowledge, more understanding, more research in speech—not in something else. The remedy for poor instruction in public speaking is good instruction in public speaking, not amateur instruction in philosophy or economics. In this matter "guilt is personal." The instructor who has an opportunity to teach a course in public speaking in his own way, and who fails to make such a course respected by those who know it and who are competent to judge it, is personally at fault. "The fault is not in our stars, but in ourselves, that we are underlings." There is only one permissable exception to this in our whole field. "That applies to the situation in which the privilege of offering the courses that should be offered is withheld by others who have the power and who use it for various ends. But the responsibility for making such work as is offered respected by those who know and can judge, is on the instructor. An instructor who fails in this matter should do one of two things: if his failure is due to personal limitations, he should quit the field; if it is due to lack of adequate professional equipment, he should prepare himself better for his work.

Trying to substitute something else for our own work will profit us nothing. Our place in the academic dress parade is not worth holding if we can hold it only by appearing in the shoes of economics, the cloak of politics, and the hat of philosophy.

We must have faith in the dignity and worth of instruction in our own field; and in that ancient and honorable faith we must carry on—in science and in art, in knowledge and in proficiency—one of the oldest and best traditions in the whole history of education. This attitude is a prerequisite to those standards of scholarship and of teaching which must obtain in our field if we are ever to discharge our responsibilities and to make the most of our opportunities in American education.

TEACHING PUBLIC READING*

ROLLO ANSON TALLCOTT

IT IS somewhat natural for any speaker on "dramatics" to assume an argumentative tone, for someway he feels immediately on the defensive among his co-workers in the field. There are so many widely different views that anyone who has the temerity to write a paper expects to create an argument. I hope, however, that this paper may not give the impression of an argument for the defense, but rather may be received as an exposition of what I believe to be a good method in teaching *public* reading, and an appeal to college and high school teachers to have *some* definite plan or method in teaching what is now a popular and most necessary course in every curriculum—a course that has never in any way, so far as I know, been worked out with an idea of standardization. It has been left to the good or bad state, to the well informed or the uninformed mind of the teacher.

Reading has been considered merely a means to the end, *acting*, or else as an end in itself, entirely unrelated to acting. The latter view probably grew out of the disfavor with which acting was looked upon in religious circles, and public reading became a substitute. In this art the reader felt he could present literature conscientiously and without contamination. But today as never before community drama, dramatic clubs in colleges and high schools, the Little Theater, the Drama League, and the Guild are creating as great a universal interest in acting as in fine art, and acting is finding its place not only as an end in itself, but as an educative means to practical or even scientific ends.

I am going to take for a general text this afternoon the famous statement made by Ralph Dennis at our convention three years ago. He said, "the object of any public artist should be to please the

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many without offending the judicious few," and I do not know whether he added, "to entertain the judicious few without boring the many," but if he didn't add them, I will; for I think the two statements go together.

A public reader—and actor as well—should be taught how to please the many without offending the judicious few, and to entertain the judicious few without boring the many. In the text-book, *The Art of Acting and Public Reading,** I have undertaken to classify literature for public presentation and to make clear the point of distinction between the art of the actor and the art of the reader as they apply to the composition to be presented. In this paper I shall attempt to elaborate and illustrate some methods of development and to point out a few inconsistencies which I believe to occur in some of the present methods of teaching public reading. I also hope to show that the public reader is best fitted for his work if he has learned first to be an actor. This is not a new idea. It is as old as time, but prejudice and lack of proper study of psychology in relation to the arts is responsible for many misconceptions and for the idea that acting should not be attempted until after one has done public reading or that a public reader need never have been drilled in the principles of acting.

The study of acting should come before the study of *public* reading. Naturally, I do not mean that the actor can be successful without knowing how to *read lines* correctly. That is as necessary a preliminary culture as acting is to public reading, but I am going to show that the public reader is never able to bring to a piece of literature the maximum power of suggestion if he has not been drilled in the principles and practice of acting. This statement may astonish and perhaps create active opposition in your readers who have never acted or studied acting, but it is, nevertheless, I believe, true, and I shall ask any who feel argumentative at this point to follow carefully what I call the steps of progress in the art of public reading, and I feel sure it will be seen that the truly successful public reader is absolutely dependent upon fundamental experience in acting. Again let me say, I do not refer to the fireside reader or the "book-in-hand" reader seated at the classroom desk, and yet I am sure a good course of acting would help him. I

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do not mean that one who has acted must *act* in reading. I mean that from a study of acting he will be helped materially in feeling and suggesting to his hearers the various moods of the characters and the atmosphere of the situations.

Good public reading is dependent upon the application of the principle of suggestion—the awakening of adequate mental imagery in the minds of the audience. Certain types of literature require more of suggestion and less of realism than others. The more suggestion, the more complete is the mental imagery; the more realism, the less there is need for mental imagery. But if the suggestion itself is inadequate in presenting a selection requiring the stimulation of complete mental imagery, the whole effect is lost and only the external and meaningless things remain. Visual, auditory, and kinesthetic imagery are the three that are required most continuously, and adequate stimulation of the audience mind in these three phases of imagery is dependent upon an active mental imagery on the part of the reader. He can never create in others that which he does not possess himself.

How, then, shall he set about to acquire it? He must begin to do that which will create a *conscious* recalling of images in the essential detail. He must begin by complete acts and realization of the process of action such as he must accomplish in a play with others. He must do this until his motor imagery registers the feel of objects, the muscular impulse necessary to walk or run or jump, to give or take or point out, to express various moods in facial expression and accompanying bodily action. He must continue by listening to his own voice and fixing in his auditory imagery the memory of it in various moods. He must consciously school himself in recalling the essential details in objects or scenes presented to his eye. All this he can do best in acting; for acting requires complete movements, real objects, real scenes, and complete vocal effects.

Now the art of suggestion is the art of stimulating complete mental imagery without complete enactment of the thing to be imagined; to give enough and no more of action or vocal expression than is necessary to create in the audience the complete picture of sound, sight or motion, and to stimulate *coherent* thought and feeling. This is the task of the reader, and I have tried to show in the book mentioned three degrees of necessity for action or vocal expression to accomplish the desired result. I have described the three

arts of the public reader as *personating, impersonative reading,* and *pure reading,* progressing from the need of a good deal of realism and correspondingly less of suggestion to a very little need of realism with a corresponding increase of suggestion. The fact that one cannot properly suggest a complete picture without first having completed it in his own mind, needs no proof; it is axiomatic. We don't know what Heaven is like, but we do know what the Grand Canyon is; so most of us prefer to describe in detail the latter. There are some, however, who would not hesitate to describe accurately the former.

Action language is instinctive, but it is based upon sense impressions and the desire to express them. It is the first language and comes logically before articulate speech. Children, if left free to express themselves without self-consciousness, are real actors. They do not suggest, they *act,* literally and completely. If undisturbed they will build up a rich mental imagery with a good balance of visual, auditory, motor, tactile, olfactory, and gustatory memory. After the imagination has been developed and after reason has begun to assert itself, suggestion will gradually take the place of literalness. Based upon the idea that *natural pantomime* is the foundation for true expression in common speaking and reading, and that common reading and speaking thus grounded are an essential foundation for acting in plays (*conscious* pantomime plus *conscious* vocal expression), we may easily see how acting becomes logically a necessary prerequisite to suggestion, and so to public reading.

After the student has mastered common reading, or the ability to interpret as in conversation the printed page, the teacher should put him into little group plays and teach him to act out literally a certain simple part with plenty of detail pantomime and normal vocal expression. He should have the properties and as much of the furniture as possible to work with. If his body is awkward and unresponsive, the student should have daily drill in physical culture and perhaps dancing. But let me add right here that it is not always wise to select a physical teacher at random. If he also aspires to teach elocution, watch out! Physical culture and dancing make a splendid *foundation* for acting and reading, but they are very poor accompanists, and frequently take the place of interpretation and transform the rendition into an exhibition of grace and agility.

Gestures learned in a physical culture school and applied arbitrarily by a teacher are too often easily substituted for the lack of proper imagery on the part of both teacher and pupil. A very young and enthusiastic teacher in Indianapolis asked me what method I used in my teaching. I said, "Several." "O, I mean, what school do you represent—Emerson, Curry, Greeley, or what? I don't teach *any* of them; I teach 'guess-ture'." Later I had occasion to hear one of her pupils read, or rather perform, O'Henry's *By Courier*. Her teacher asked me how I liked it, and I replied, "It was marvellous! The most marvellous exhibition of physical culture I ever saw substituted for intelligent reading." Naturally, a short and rather spirited argument arose. "Why, don't you believe in guess-ture?" "I believe in gesture, yes. I believe in physical culture, too, as a means to an end, and even as an end in itself when a visual picture of graceful motion is all that the audience requires. I believe in dancing, too. I enjoy it very much, even in my old age—it is wonderful exercise for reducing; but when, for instance, I stage a play, I don't direct the leading juvenile to foxtrot in from L. U. E. or ask the ingenue to one-step over to the old man who is at that moment doing a minuet with grandma down right, while the adventuress shimmies in from the center entrance and the butler waltzes majestically to the table. If I allowed such a performance to go on, the audience would either consider it a huge burlesque or demand their money back from the box office. Is it not just as much of a burlesque for a reader to employ fundamental exercises while she is endeavoring to interpret a piece of literature?" The trouble with the "Gesture Method" is that the gestures are given in exaggerated exercises instead of being founded on natural, expressive motions. In the play with others, the student may work out every action to the minutest detail until it has achieved the aspect of spontaneity without its being in the least affected or overdone. There is now apparently a great craze for æsthetic dancing —ballet and toe-dancing—and we find that pupils who have specialized in this art often acquire a walk that is tremendously affected. When such pupils come to the dramatic teacher, they are astonished that the walk is criticized. Why, they spent hours and hours learning how to do it just right, and now all that time is wasted! Did you ever observe a cow trotting down the lane to the pasture? Did you notice the beautiful curves which her anterior legs described

along the path? Kindly imagine the picture slowed down eight times by the ultra-rapid camera, and you have an exact imitation of the "fashion walk" assumed by cloak models in a department store and copied by some of our modern dancing teachers. As one of my friends puts it, "she is so devout that she crosses herself every time she takes a step."

There are two things responsible for all this affectation: one, the very great and human desire to call attention to oneself, and the other the fact that most audiences are easily deceived by anything spectacular. In my home city this "dance-physico-culturo-elocution" is very popular. There has sprung up during the last month, it seems, a group of young dancing teachers who also essay to teach elocution. Some of them have had two or three courses in physical culture and a summer term in elocution. Their pupils are already beginning to clamor at my door for a chance to act in our college and community plays. I happen to be connected with the Little Theatre in Indianapolis, so I get many applications for a "try-out." The "try-out" usually results in a hybrid exhibition of vocalized physical culture and dancing with Walter Camp's Daily Dozen thrown in for good measure. Of course, we'll admit that dancing itself is splendid; that physical culture is wonderful and beautiful; but when combined with elocution, they are a means to an end and not an end. When these arts are allowed to overshadow interpretation, the audience gains the impression of beautiful curves, resonant and soothing tones, and a desire to weep or sing for some unknown cause. If one of us should succumb to the spell and actually find himself saying fervently, "It was wonderful!", if on later sober thought we should ask ourselves just what *was* wonderful about it, the answer would be the same as in praising a dance, a calisthenic drill, or a beautiful song record on the victrola, sung in an unknown language.

I could go on and give other illustrations, but they all tell the same story. To begin with public reading in which gestures are given arbitrarily and substituted for natural impulses is the wrong method. Experience shows that it is easier to correct faults acquired in natural expression than the faults growing out of drilled mechanical gesture or dance movements, for these latter motions look beautiful while covering the lack of genuine thought and feel-

ing; and the student has gained the impression that if his body looks well at all times, there is nothing more to be desired.

Among those who begin public reading before they have had work in acting is the reader who is too prodigal in his pantomimic expression and overdoes the acting feature. He has natural instincts for acting, but they have not been regulated by actual practice in the realities of the play. A second class shows him who uses too little action and thereby fails to supplement his vocal expression with the necessary bodily suggestion. To a third and well populated class belongs the reader who has neither instinct nor common sense, and who fills the gap in his thought processes with meaningless or nervous motions, graceful and otherwise.

Well, then, what is the right method? You are so cocksure in your criticisms of other methods, what is the right one? I can't say, positively, of course; but for fifteen years I have made a special study of the development of actional and vocal expression in children, and of the fixed habits of expression in adults. I have tried many of the well known "methods," finding in all of them something wonderfully helpful and usually something that seems to defeat the end, but the result of my research has brought me to the conclusion that to go back with the students *as if he were a child* and make him consciously observe the natural movements in expression, gradually progressing from childhood's "make-believe," through the various steps to suggestion, or pure reading, will bring about the most satisfactory result. Then the public reader will at least be in possession of the facts and principles wherewith to "please the many without offending the judicious few, and entertain the judicious few without boring the many."

I have mentioned in my text-book that the types of literature admirably adapted to this progressive study start with the play (to be acted) and progress through the personated soliloquy, monologue, eccentric address and character series to the character soliloquy, monologue, narrative, and play (to be read), finally arriving at the successive steps in pure reading, namely, the reading soliloquy, monologue, narrative, descriptive reading, lyric reading, and the declamation. (Here, by the way, is the place for declamation, not in beginning public spaiking.) This progression takes the student systematically from literal and complete action in appropriate surroundings, assisted by everything, even to the minutest property,

up to the most suggestive and idealistic interpretation, assisted only by a well-modulated voice, a clear mind, the ability to feel sincerely genuine emotion, and a well-trained body, schooled to respond in perfect coördination with the voice.

So far my discussion has related to acting language. What of voice language? In the teaching of public reading a well-trained voice is presupposed; that is to say, the mechanics of breathing, voice placement, enunciation, and pronunciation have been mastered. At this point let me say I do not think it is necessary for the student to know all the mechanics and philosophy of quality, force, pitch, and time. The teacher, however, should know this and be prepared to diagnose the cases in hand. A patient need not know the causes and remedies for the "flu;" but the doctor who undertakes to cure him should know. Above all things, the good teacher will prevent her students from acquiring that affectation in depth and tone-quality which reduces everything mental or emotional to a level, resonant, vibrating note without discriminating inflections.

Let me suggest the complete avoidance of so-called musical readings, at least for a year. Many pupils when beginning their public work want to take up *Aux Italiens* or *Sandalphon* immediately and, "Please, Mr. Teacher," they say, "may I read it to music? I think it is so effective. I always have mother play 'Hearts and Flowers' or 'Cavaleria Rusticana' while I read it." I usually am obliged to reply that I scarcely believe we are ready for Grand Opera. Even a singer really ought to read and interpret her song before she hears the tune A student who allows the general glamour of a musical selection to accompany his reading invariably neglects the real interpretation, and finds himself swaying in rhythm which often is not in accord with the thought or feeling of the piece. Of course, if it is a song composed especially for the words and in perfect keeping with it, the advanced public reader may be equal to the task; but few of us can even do that without loss either to the interpretation of the song or to the appreciation of the music. The slow, sad, sweet music has its own effect which swallows up the meaning of the selection. Besides the effect upon the audience, this form of reading is apt to give the reader too much adoration for the song note in speech and a tendency toward narrow inflections and monotones, which are very often mistaken for emotion. One rather elderly married woman asked me to let her

begin on heavy emotional pieces, "for," said she, "I can emosh wonderfully!" Her attempt was the usual forced bass note delivered in a vibrating monotone.

I believe that in the vocal side of public reading we must again hark back to earlier experiences and practice consciously the vocal expression of different moods. This, studied parallel with literal pantomime in acting, develops a coördination of vocal and bodily expression that creates a rich auditory and motor memory necessary for voluntary vocal changes in later study of eccentric characterization. In practicing moods vocal changes are involuntary, but to reproduce abnormalities or eccentricities of voice such as provincial or defective speech and dialect, requires voluntary or conscious attention to speech mechanics. There is no need for me to say to you teachers that the beginning public reader should not be alllowed to attempt dialects unless she herself is a native of the class she is imitating, and yet you have had pupils who almost insist on giving a Dutch or French or even Scotch dialect just because it was funny and the folks back home liked it. Among other things the teacher meets with is the problem of the new pupil who has studied with So and So and merely wants to brush up in *repertoire*. If you don't at the first lesson recognize the superiority of this pupil over all your previous pupils, you are looked upon with astonishment and reproach and perhaps with suspicion. You have to demonstrate then and there the difference between a teacher and a coach, and you must give adequate reasons for your criticism of Mr. So and So's instructions. If you attempt to criticize vocal exaggeration or extravagant gestures, you are apt to be told that Mr. So and So does that way and *he's a great man!*

The assumed bass note of the woman reader and the oratorical orotund assumed by the man sometimes even in private conversation, often become so rediculous that laymen and the sensible public wonder if readers and actors as a class are not partially unbalanced. The woman who represents every male character with a deep, hollow, throaty tone, and the man who introduces a shrill falsetto every time he attempts a feminine rôle, add greatly to the general impression that there is a cogwheel missing somewhere in the mental machinery of thespians. I have recently been appointed director of the Indianapolis Dramatic Club. The members tell of several amusing incidents in the course of the club's career, one of which

illustrates my point so well that I shall relate it to you. It seems that the club at one time departed from its strict classical policy and decided to give a regular melodrama—detectives n' everything. It was probably the worst play the club ever presented; but the members wanted something different—and they got it. The mayor of the city was chosen to play the part of the chief detective, and everything was ready for the dress rehearsal when it was felt that a professional director should be consulted in regard to some technical points. Accordingly a local actor and teacher of elocution was called in at the dress rehearsal and engaged to make up the cast for the evening performance. After showing the club that a real "professional" is temperamental and should display fully his powers of vituperation and invective at a dress rehearsal, he began to make up the cast. When it came the mayor's turn to be made up, he objected to being endowed with whiskers, whereupon the director sprang back, struck a most theatrical poise, and in a deep, vibrant voice, suited to the Colosseum at Rome, said, "Don't worry —don't worry! I'll show you an artist's conception of a Scotland Yard detective!"

The first act went beautifully up to the very moment when the audience was looking for the entrance of the great detective. There was a moment of intense silence, for the audience was fairly in the spirit of the play; and then—bedlam broke loose, for framed in the center doorway appeared the worthy mayor, a most remarkable likeness to the well-known pictures of our Lord and Savior. Perhaps during the instant pause there would not have been such a universial recognition had not someone in the audience offered in a stage whisper, "They've switched to the Passion Play!" My point is that the director's resonant orotund and his theatrical attitude were as out of place in the narrow confines of the dressing room as was the mayor's make-up in that melodrama. These artists who are so fond of display often make no distinction in the occasion for its use. They are so fond of the sound of their own cadences and so appreciative of their own grace of movement that they lose no opportunity to display them.

There seems to be a universal error that any deep, beautiful tone carries emotion or that a forced trembling of the voice is all that is necessary to make an audience feel that the scene is intense. Some think it is not even necessary to understand all the meaning

Of course that was the height of the ridiculous; but there are really subtle lines in literature which are apt to catch us napping. How often have we heard the words, "to be or not to be," read by some rising young actor who sees in himself a second Booth or Sir Henry Irving. "To be— or *not* to be. That *is* the question. Whether 'tis nobler *in* the *mind* to suffer the slings and arrows of outrageous fortune, or to take arms against a *sea* of troubles and by opposing, end them." And the audience thinks it great! Wrong inflections there effectually blot out whatever Hamlet intended to convey.

We must teach our pupils *intelligence* first—intelligence in thought and intelligence in emotion. We have an excellent comparison of intelligent and unintelligent writing in an illustration given by Marguerite Wilkenson in *New Voices*. She says, "Whenever images and symbols have been devised by the 'surface intellect' for the superficial adornement of a work of art and for the love of mere cleverness, analysis is likely to reveal weakness and æsthetic insincerity," and then she quotes from Wallace Stevens in *Tattoo*,

"The light is like a spider.
It crawls over the water.
It crawls over the edges of the snow.
It crawls under your eyelids
And spreads its webs there—
Its two webs."

and goes on to say, "Read casually, that sounds well enough. But it will not bear analysis. A spider is a small, dark, rayed object, moving in darts and jerks. Is light a spider in form, color, texture, movement, power? Do spiders *crawl* over water, over the edges of snow, under our eyelids? To read these lines thoughtfully is to

always in a fog. Nothing else but a cat moves so silently as a fog. The symbolism is daring, but it is true and has been truthfully felt." The first quoted poem will even more easily deceive an audience to whom it is read than one who reads it himself from the page; because in the hearing of it one hasn't time to think it over again seriously, so he takes whatever impression the reader brings out and, being charitable, thinks perhaps it is all right. It is thus that unintelligent reading often "gets by" with the average audience. Just for an experiment, I am going to read two short verses of the New Poetry—one of which really has sense, and let you see for yourselves whether it is easy to determine at once the sense or lack of sense in some cleverly written lines:

"Two cocktails around a smile,
A grapefruit after grace,
Flowers in an aisle
. . . Were your face."

and the other,

"A fox looked at his shadow at sunrise and said,
I will have a camel for my lunch today.
And all morning he went about looking for camels,
But at noon he saw his shadow—and then he said,
A mouse—will do."

If we can persuade our students to take simple studies to begin with and progress from acting through the three forms of the reader's art to an interpretation of increasingly difficult literature in pure reading, making simplicity and sincerity the keynote of our pedagogy, we shall not go far wrong.

Our excuse for teaching acting or public reading in college or high school, if any excuse seems needed, is that the work is a most

excellent foundation for practical public speaking. It is the best course offered in character study, the study of our friends and business associates. The study of moods and their expression in literature aids in recognizing and studying the changing moods of our everyday associates. Students of acting and reading are better prepared in meeting the problems of adaptation than are students of any other form of art. They have been schooled in taking points of view other than their own, in adjusting themselves to any situation, however difficult.

I would like to show how the thespian arts grow into story-telling which may be considered the intermediate step between public reading and public speaking, but I must not take up more time.

We, as teachers of acting, reading, and speaking are responsible for more than we realize. It is for us to keep up patiently the fight for intelligence and common sense in public reading and speaking. Our work has just as much place in the college or high school curriculum as English and mathematics. To those who say, "Why should we teachers concern ourselves with the professional arts?" comes the answer, "We must lead in improving the professions." University professors are the leaders in scientific discoveries, in the philosophy of government, society and religion, in research of every kind. It is time we took up the stage and platform to see what our research may do to improve them. There are too many ignorant actors and producer-managers controlling dramatic thought in America. There was a time when acting was an art and not a business. The actor was trained to play many and varied parts. Today the theatrical magnate picks out a few types and makes of them "stars" at ridiculously large salaries. The director who is hired to produce the play gets an ordinary salary, and yet he has to be a real artist, able to play every part he directs. As yet the reading profession has not reached the low mercenary plane of acting, but we have too many teachers of reading with no literary background. Many have not even a high school education, their only assets being a charming manner, a beautiful voice, and unlimited acrobatic powers.

Our task is obvious. We must not sit back and let the world go by. We must fight—courteously, of course—but we must fight. We need not hesitate to tell a pupil or even a fellow-teacher that cer-

tain things that are being taught are not good sense. Of course, we have to be tolerant of the public readers who teach things inconsistent with what we college teachers think is sound; but I don't believe in teaching those inconsistencies or praising another teacher who teaches them. If a great reader can "get away with" what seems to us an inconsistency, let him do it. Let's not criticize him publicly, but we should not feel that we must teach his method just because he is a great man. Mr. Leland T. Powers could do things perhaps with perfect consistency that we could never do consistently; but I think it is a mistake to teach a pupil to imitate Mr. Powers. Several yeas ago I saw a reader utterly ruin *Nicholas Nickelby* while trying to imitate Mr. Powers' characterizations.

My plea to you, then, is to have a definite plan of teaching public reading consistent with common every-day sense, and hold to it in spite of popular opinions and human desires to be spectacular. Deplore openly the substitution of physiculture exercises for intelligent bodily expression; insist on emotional interpretation having first of all a definite meaning; and then let your conscience be your guide.

KNOWLEDGE AND SKILL*

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IN all the conflicts which have gratified our instincts of pugnacity at these conventions, there are issues which apparently are peculiar to ourselves, but which ultimately are questions of educational philosophy that transcend the disputes of specialists. Such a question is the relation of knowledge to skill. I shall address myself to this problem as it concerns that part of our work which is included in the educational process of the liberal college.

It is, of course, a commonplace that skill in surveying is dependent upon a knowledge of geometry, or that knowledge of music is deepened by skill acquired through practice. Knowledge and skill are so complementary that it is strange they should ever seem antithetical. But all excellence is a combination of seeming incompatibilities. We as teachers and specialists are the incompatiblities, oftentimes; we hope for a harmony of knowledge and skill in the lives of our students, but we eye each other with suspicion. Thus it is that some of us are disappointed because the college graduate *knows* so little; others are vexed because he can *do* so little. There is a generally recognized, though not distinctly marked, line of differentiation between courses that aim chiefly at the increase of knowledge and those which attempt to impart skill. I shall attempt here to state what seems to me to be the chief, though not by any means the only, objection to a large element of training for skill in a liberal college course.

Skill involves routine. It means frequent repetition of approximately the same act. It often means concentration on the "how" with little thought of the "why." It is, therefore, limiting. In

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the hard world of facts, these limitations must often be accepted. But if we are so fortunate as to enjoy an educational period of economic freedom, it should be as free from confining routines as possible. Inevitably we shall later be faced with sufficient routine for the creation of skill. The King of England is very busy with his routine tasks—attending charity balls, reviewing regiments, and selecting prime ministers—in personifying as skilfully as he can, the dignity of the realm. But the Prince of Wales, at great cost, has been taken over the whole empire. He might have been doing many good and useful things instead. Some things so good and useful he might have done that the only conceivable objection is that they would have kept him at home. They would have limited him. So he is temporarily released from the acquisition of a localized skill to behold some millions of subjects going through their skilled routines. To govern his subjects he is asked, not to do their tasks, but to behold them. Perhaps his comprehension would be deeper if he stayed longer in one place; if he shared the drudgery of his subjects. But he could never thus see the empire, and he will have plenty of drudgery in the future. In his education, an essential part of his preparation for government is the contemplation of the whole. The contemplation of the whole is equally essential, whether the subject of government be an empire, a state, a business, or one's individual life. Of course, if one is never to govern himself, if he is to be directed by parents, teachers, and shop-foremen all his life, contemplation may be thought a waste of time. It is not a mere coincidence that in Athens, where the concept of a liberal education arose, it was an education for free men, for men who were not to be bound to narrowing routines. The problem of a liberal curriculum in Oxford and Cambridge, when they were attended only by men of assured position, was not a difficult matter. The old liberal education was, it still is, an excellent professional education for a governing class. The practical objections now arise partly from the fact that we have no hereditary governing class. Those who still believe in the liberal education believe that those of sufficient intellectual ability to profit by it will win for themselves the lives of free men. Such persons should have a period unhampered by routine in which they may contemplate their world and their work. Men who hold such beliefs are often accused of being blind traditionalists, of being reactionary aristocrats, of worshipping Plato and Aristotle.

But what often seems blind worship of authority may not be so in reality. To quote an authority is the quickest and simplest justification for doing or thinking as you please. The educational authority of Plato and Aristotle would vanish over night if there were not so many modern Platos and Aristotles. From reasons of temperament the Greek conception of the good life is accepted, and the desire is cherished that our colleges may make possible such a life for all who are capable of living it.

A liberal college is a standing protest against the subordination of life to routine. It has been defined as a place where men are trained for those activities in which they engage, simply as men and not as professional workers or wage earners. Those things which we do simply by virtue of the fact that we are men are not things governed—though they may be influenced by—skill acquired through routine. If we are free men we do not cast our votes as a result of a particular skill; most of us ought not to choose our profession because of a skill; we do not marry through skill, or accept or reject religions through skill, or become conservative or radical, or appreciate nature or select our friends or love our country or hate lying, through skill. For the direction of these choices there is needed all the knowledge that can be obtained in the four short years of its unhampered pursuit.

The great law schools of the country are more and more aspiring to give their students, not skill in office practice, but a legal philosophy. University departments of music are seeing that years of struggle with a voice or an instrument often has little liberalizing influence. Students must know music as well as an instrument. The failure of courses in composition to give more than a certain skill in correct writing (if indeed they do that) is generally admitted. Courses in accounting produce numerous clerks who polish stools all their lives with little conception of the economic forces that govern society.

Opposed to those educators who seem chiefly concerned with the training of the best for the highest life, are those who would better the condition of the many. To increase productivity through skill is to raise the standard of material well-being. This is as near to increasing happiness as we can come by organized, impersonal effort. Skill is probably the greatest contribution that education can make to the economic elevation of great numbers. And it is irritating to

see education in skill held inferior to education in knowledge. This irritation sometimes expresses itself in contemptuous references to the liberal college as a country club where young genetlemen prolong their adolescence. From such a feeling we get such fruitful experiments as are now being carried on at Antioch College. One party to the conflict would train a man to make a living and trust him to learn how to live; the other would attempt to teach him how to live and trust him to make a living. The fact that this antithesis is a bit artificial and over-simple does not lessen the ardor of the controversialists.

The significance of the fact that our present liberal arts curriculum represents a series of compromises is seldom recognized by educational propogandists. Assuming that what is is right, they are very fertile in proving what ought to be by ingenious analogies from what is. Thus because of local traditions or numerical superiority, classicists sometimes succeed in ousting from the curriculum something they do not like. Assuming the righteousness of this exclusion, they can proceed by plausible analogies to eliminate about everything they deem objectionable. On the other hand, practical modernists—to use the term they like—backed by a strong public demand, are winning their victories. These furnish analogies for the inclusion of all sorts of training courses in routine skill. Both parties, when their analogies do occasionally fail to win their causes, are profoundly convinced that they live and move in an utterly illogical educational world. But it behooves us to be very suspicious of educational analogies.

Besides the opposition of the elements of knowledge and of skill in our curricula, there is a *tertium quid* that is disturbing. There is an element of knowledge not opposed to skill, but arising out of it. It is a knowledge that has its origin in close attention to the technique of a process. It becomes systematized and soon seems to its creators and organizers to be worthy of standing alone. It seems to acquire dignity as liberal knowledge. Thus a teacher of composition in the process of correcting some thousands of themes evolves a system of classifying the principal mistakes, together with their remedies, perhaps. It seems to him a contribution to knowledge,—and it is. It may be a very valuable addition to his professional equipment. But when he makes it a part of his undergraduate course, to be mastered as the principles of composition, it does not

contribute largely to John Smith's skill, becauses it classifies so many mistakes that John will never make. It merely increases confusion. As for adding to John's wisdom, or enlarging his inner resources, it is simply a troublesome intellectual burden. The history of education is full of such scholastic futility. The ancient rhetoricians gathered together vast collections of topics and commonplaces and tricks of persuasion and systematized them. For a teacher who had observed public speakers for years, such a classification gratified his love of unity in diversity. Every abstraction called to his mind some interesting concrete instance. Such a system probably added to his acuteness as a critic of his pupils. But when taught to them as an organized system of knowledge, it was, as all the world now agrees, stale, flat, and unprofitable. While the medieval schoolmen had much more sense than they are usually given credit for, much of their argumentation was of this type. Their logic-chopping was the result of years of observing and classifying arguments. It made them wonderfully keen critics. It added to their skill. But this when taught to tender youth as a system of knowledge was a mortification of the flesh. The intrusion of a new scholasticism into our curricula is partly one of the less fortunate results of our glorification of research. A man who has worked hard for many years to make his thesis a contribution to knowledge finds it hard to believe that it is not the beginning of wisdom for his undergraduates. As soon as he gets permission from his department, a new course appears in the catalogue, which is an extension of his thesis

Another element that has favored this is the democratic belief that one bit of knowledge is as good as another. A credit hour in class or gym, a credit hour was to him—and nothing more. But there is a marked movement away from this. There is a strong tendency to believe again that even in the multitude of facts that may be known, some of them are more profitable than others for guiding the choices of a free man. This is not to condemn the attempts to create sciences from techniques. It is thus that knowledge has grown. But it is to protest against the confusion of the professional knowledge of the teacher with what a sophomore ought to know. It is to state that much sound technical knowledge is not profitably a part of the liberal education of a man who is not going to specialize in that technique. To make a direct application to our

own field, it is to express a conviction that we ought to be very slow in taking an undergraduate's attention from the best that has been said and thought in the world to direct him to a systematized technique. In professional schools of speaking, or for advanced students, for prospective teachers, it may be well to offer as content our most abstract, our most scientific theories. In universities, where the attempt is made to represent knowledge in its totality, rather than a selected portion of it, any course which will add anything to specialized knowledge will probably be welcomed. Research in this direction will confer recognition and distinction. But this is a specialized and localized form of activity. It is not the work that should provide the ideals for courses in the liberal college. University teachers constitute a minority of our number, and researches which may mark their originality as investigators should not be mistaken for the broad training that qualifies a man to be a liberal educator. In this association, so far as I am aware, there has never been an attempt to distinguish the type of work which properly belongs in professional schools, part-time schools, private studios, university teacher-training, and colleges of liberal arts. The fact that most of us are engaged in the work of liberal colleges ought not to minimize the great importance of the other types of work. But it does provide a reason for attempting fairly to consider the differences. The ideas about knowledge and skill here presented may be unsound, but when the sound ideas are discovered they will furnish us with valuable distinctions.

In this conflict between knowledge and skill the teacher of public speaking may choose his companions according to his taste, and prove his right to champion either cause. It probably will be impossible to find peace by following the middle of the road, which is the obvious solution for so many difficulties. Even such a course will involve carrying more knowledge than seems strictly necessary to the skilled traveler. And it will have too much concern with skill to suit the jealous guardians of academic purity. The defense must be ready against either side of the road. Our hope of peace lies in having those elements of skill which unquestionably form a part of our discipline imparted by men whose knowledge is such that their own standing as liberally educated men cannot be challenged. It is not our skill that is feared by the defenders of scholarship. It is skill unillumined by knowledge, by knowledge of

liberal character. It is skill imparted by men so untouched by love of ideas that they are suspected of being willing to substitute skill for ideas. When a teacher of public speaking is made to feel that he lacks academic weight because he is overmuch concerned with skill, that is only the kindest way of putting the case to him. When a man whose credit is poor, whose business judgment is not respected, asks his banker for a loan, it is amazing what a variety of impersonal reasons can be found for refusing him. The bank has no available funds, money is tight, business conditions are not favorable for his particular venture, the bank examiner might not approve—anything but the real reason, lack of personal confidence —is offered. A man whose honesty and success are established will secure the money without question. A man whose mastery of a recognized field in the liberal arts and sciences is unquestioned will have little difficulty over any elements of skill in his course. A great Shakespearean scholar could teach his students to make stage costumes and properties after the Elizabethan fashion, and suffer no rebuke. He would be credited with a capacity for relating this particulr skill to a larger whole. The acknowledged scholar may believe thoroughly in the dignity of skill, he may be interested in imparting it, but he is trusted to see its limitations. Without scholarship we shall be suspected of leading immature students to imagine that form will serve for substance, that technical skill may be substituted for knowledge.

But while it is easy to point out that for us the solution of the knowledge and skill controversy lies in having elements of skill imparted by men of recognized knowledge, the real difficulty is faced when we ask how our teachers of skill may acquire knowledge. If they obtain a Ph.D., they will have a certain prestige. Our faculties abound in men whose degrees have enabled them to join the retired farmers of the intellectual world. With such men it is not difficult to establish one's equality. But a Ph.D. is only the beginning of wisdom; it is not the end. What of the routine character of our work after all degrees are obtained? Does it stimulate or even allow for a degree of scholarship comparable with other fields? A process which for the student means the acquisition of skill through a moderate amount of routine often means for the teacher endless drudgery. The fact must be faced that nearly all elementary courses in our departments have large elements of skill which

demand much routine drilling from the teacher. In our departments as at present conducted the great majority of our students are elementary. This, of course, is true in other fields also. It is especially true of our departments becauses it is often the case that the public speaking teacher is not suspected of having any knowledge worth pursuit beyond elementary courses, unless it is a knowledge of how to teach others to teach more elementary courses. Our advanced courses at present are largely professional rather than liberal. Hence they offer the teacher little opportunity for liberal scholarship. If a teacher of public speaking taught in only one part of the field, there would be at best sufficient elementary routine drill to make scholarship difficult in comparison with those whose duties are limited to lecturing, and whose lectures serve as a stimulus to their studies. But when a teacher of elementary courses in oral expression and extempore speaking also has elementary courses in dramatic art, and then hastens to meet some elementary debaters, and then must conduct a spasm of training for a declamation contest lest he be publicly disgraced by other elementary students—what has such a man to do with scholarship? Faced with such a burden of routine the average teacher will lose his power of resistance and conduct even his drill in a perfunctory manner, or else he will become so absorbed in it that he magnifies it out of all proportion to its value. In either event he ceases to function in the intellectual life of the campus.

This may seem to proceed on the assumption that students exist for the teacher, or that the instructor is justified in getting his students out of the way in the quickest possible manner while he pursues his scholarly way unhindered. But most of us will make our greatest contribution to our institutions as teachers. Our scholarship must be for the sake of our teaching, and not our teaching simply to maintain us as scholars. The public speaking teacher may not allow his envy of the productivity of his lecturing colleagues to lead him to fancy that public speaking may be taught by the lecture method, or to imagine that he can succeed without bestowing time and energy on individual students.

How, then, can such a teacher do his duty to his students and acquire sufficient knowledge so that he does not seem to be an anomaly in a liberal college? The only answer that I can find is that he must limit himself severely to some one aspect of our work,

devoting all the time not demanded by routine, to that field of liberal knowledge which seems to him to have the most direct bearing upon his teaching. To be concrete, if a teacher in dramatic art is so taken up with various elementary routines that he is not a master of the literature of the drama, he will always have an academic standing below the man who knows the literature, history and traditions of the field. The man of wide knowledge will almost invariably direct the man of skill. A man who directs plays, who gives courses in play production or dramatic art, has in that one activity all the concern with skill that he can afford to have. If he will elevate that skill into a liberal calling he must illuminate it by establishing his scholarship in dramatic literature. He should be giving courses in that field which are entirely removed from the impartation of skill, courses which are as scholarly as any in the English department. The teacher of argumentation and debate who will eagerly investigate the field of logic and rhetoric, who can speak upon great debates with the background of a student in history and politics has no time to be staging plays or coaching declamation contests. If such a man will deliberately set himself such a task and establish his scholarship, he will not be referred to as a coach.

Closely connected with every elementary course now given in public speaking departments there is a field of knowledge of undisputed worth in the curriculum of the liberal college. Exactly what field a teacher shall choose for his scholarly study should not be determined by any rigid departmental organization. It should be a field which contributes to his teaching, and it should be of liberal rather than technical character. He will probably go outside his own department, but if he proves his intelligence in history or literature or government of philosophy, there will be some confidence in his ability to apply the knowledge of these subjects to his own teaching.

The teachers of the various branches of public speaking will have certain elementary principles and practices in common. All will have to know pretty thoroughly the technique of delivery. But it does not follow that because certain phases of voice, gesture, and pronunciation are common to dramatics, debating, private conversation, reading aloud, and group discussion, that these common elements represent the field of our individual specialization. Such a

conception of our work would confine our energies to teaching elementary students or to teaching teachers of elementary students. If we confine our attention to the organs of speech as an instrument, we may, of course, be honest artisans. But we should then invite from liberal educators the same condemnation that Plato laid upon the rhetoricians of his day when he said that they were mere tuners of instruments; masters, not of the art of rhetoric, but of the preliminaries to the art. Skill is an important element in our work. We should defend its dignity. But it will be a truer skill if it is illumined by a scholar's knowledge of some field of thought worthy in itself to form a part of a liberal education.

PRACTICAL SPEECH MEASUREMENTS*

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THE speech reaction is one of the criteria by which we judge personality, character, emotional attitude and adaptation of an individual to a certain environment or situation. It has been shown that the mental life, emotions, glandular activities, metabolic and physiological changes are closely related to those external processes which are known in psychology as "expressive movements."[1] Thus, we judge people on short acquaintance on the basis of momentary expressive attitudes, habitual "sets," mannerisms, typical external and internal factors.[2] It is important to determine to what extent people agree on such judgments, what relationships we believe to exist between the various factors involved, and to what extent it is possible to subject them to definite measurement. A study of the speech function is therefore an important field for the educator and psychologist as well as for those who naturally encounter pathological types of speech in the practice of medicine.

Speech surveys have been made at various times in several large cities, and the examiners have set certain standards according to which they have judged of the effectiveness in speech of the various groups. The methods of examination and tabulation have differed widely. In some instances the questionnaire method has been used; in others principals have reported speech cases in their schools, again all the children in a school system have been briefly examined by certain test sentences, or the speech teachers in the

*Read at the annual meeting of the National Association of Teachers of Speech, New York University, December 28, 1922.

[1] Outlines for Experimental Psychology. Hollingworth, 1914. A. G. Seiler, New York. Pp. 46–50.

[2] Behavioristic Psychology. Jno. Watson, 1919. J. B. Lippincott, Philadelphia. Pp. 310–347.

schools have reported the outstanding and easily identified speech-defect cases. Usually the difficulty of securing appropriations, the time element involved, and similar factors have made it impossible to devote sufficient time in most school systems, to make an extended survey, and there has been little uniformity of method.

We feel that standardized and graded tests are necessary in order that there may be standards for comparison, and that larger numbers of cases may be studied, and that statistics on the same may be made available for workers in the field of speech, not representing merely one section of the country or one school of speech training, but that universally applied standards may be secured. We need detailed records of speech deviations, classification of speech disorders, records of progressive elimination of errors through treatment and training, together with case studies and discussion of methods. The tests then, must be applicable to different periods of growth, in a rather broad way; as speech is acquired through periods of development, acceleration, and arrest like physical growth.

It is also necessary to account for periods of arrest and of retardation of the speech function, when they occur apart from the natural order of growth, and when they are pathological in nature, of psychic origin, or when the psychic and physical are interrelated and inseparable, as often happens, and the speech is ineffective as a result of careless, slovenly speech habits, and long-persisting, faulty articulation.

Psychological tests have been developed and extensively used for some years for measurement of language abilities, reading rate and comprehension, vocabulary; by such psychologists as Whipple, Terman, Thorndike, Gray, Starch and Trabue. These possess an important diagnostic value, but we need additional tests, such as articulation tests which may serve as an index of the speech attainment, to show departures from good speech standards, and to estimate the individual's probable capacity for improvement.

The tests suggested are the indirect result of a previous study of some 500 cases in various places, and the direct result of two detailed studies upon which the temporary norms and standardization have been based. A graded series of speech tests have been worked out, ranging from pre-school and kindergarten age, through the eight grades of elementary school, and with a final test for adults,

or those beyond the grades. The first study was made in a cross-section survey of eight grades in the Madison, (Wisconsin) Public Schools, taking an unselected group—that is, all the children in a given grade, regardless of speech status—including some 300 cases. The second study was with two university groups, first an unselected group of forty students in Freshman English, who had not been referred to the speech clinic, and of whose speech status nothing was know previous to the test; the second was a selected group, 150 cases referred to the speech clinic during two academic years.

The temporary norms and coefficients of correlation were found in order to weigh properly the more significant of the tests and in order that the most important might be used in a team of tests when it is desirable to obtain a reasonably accurate estimate of the speech reaction in the minimum length of time.

Teachers in the artistic field of speech may justly question the value of speech measurements based upon those intangible factors which do not readily lend themselves to analysis. The speech rating given on these factors, they maintain, is influenced by the experimenter, and therefore has no value! Yet we habitually "size up" people on short acquaintance, choose those who are to take part in plays, determine what training is necessary for a given pupil, and so on. So we believe that judgments based upon the proposed method are sound, because if one individual judges a sufficient number of cases over a long enough period of time, using uniform methods, the results are bound to show up the outstanding and significent features in a given field. At least we may come to some decision regarding the existing disputes as to types of defects, methods of training and elimination of speech defects in schools and colleges.

The average teacher of speech is required to form judgments independently, in regard to pitch variations, quality of tone, volume and respiration, departures from good speech; and therefore we have formulated in Part I of the speech measurements those subjective factors which call for a judgment of "behavior" and voice, and which do not lend themselves to numerical measurement. Thus we have:

Part I. Subjective Measurements:—

1. Judgment for control. (That is, is the individual of normal

active-controlled type, is he active-uncontrolled, apathetic, or phlegmatic?)

2. Judgment for specialized muscle movements; such as frowning, sprawling, useless and uneconomical muscle movements, tics, etc.

3. Judgment of posture, physical anomalies; such as depressed torso, winging scapulae, protuberant abdomen.

4. Judgment of emotional status; is the individual a normal socially adjustive type, or over-compensative, repressive, or anxiety type?

Then as to Voice:

1. Judgment for quality (resonant, unresonant, harsh, hoarse, nasal).

2. Judgment as to pitch variations (monotony, high pitch, low pitch, moderately good range, etc)..

3. Judgment as to volume (loud, soft, medium).

4. Judgment for distinctness of utterance.

Upon these factors the individual is then given a "speech rating," based on a graded scale of 5 to 25, the upper range of figures representing "superior," and so on down, "above average, average, below average," and "inferior." The rating represents the combined judgment of two individuals, as will be further shown.

Part II consists of a series of objective measurements, or those which may be represented in numerical terms. This consists of a team of seven tests, weighted according to their relative significance, when compared with the speech rating of the individual. The tests were chosen after a preliminary trial of many tests in language abilities, vocabulary, imagery, and the like. Those which bore the highest coefficients of correlation were by the process of elimination, the ones finally chosen to comprise the team of seven weighted tests.

These are as follows (Part II. Objective Measurements):

1. Articulation Test (A). This consists of a series of sentences in which all the consonant and vowel sounds in the language are arranged. The consonants occur in initial, middle, and final position (when they have three positions), in strong form. It was necessary to write them out in phonetic script to be certain that they were given proper value, (i. e. as *strong,* rather than *weak* form). The sounds are those given by the International Phonetic Associa-

tion as the list of *sounds* found in the English language. They are NOT arranged according to the written alphabet, but in their proper grouping. This test is graded on a scale of 100 points.

2. Articulation Test (B). This consists of the common consonant combinations, the sentences being more difficult of articulation than those in which the simple consonant sounds are used, as in the first Articulation Test (A). The use of the test sounds in sentences conceals the "test" word; and one may more easily catch the habitual errors, than by using merely "significant" words, in which the subject may be on guard as to the test material, as in Wyllie's sentences in which the test words only are used, the significant sound appearing in initial position in each word. This is also true when merely word lists are used, and the test material is too apparent. Nonsense syllables did not yield satisfactory results in the preliminary working out of the tests, because of mispronunciation, orthography, etc. The test's sentences were therefore arranged, containing few words, but more effectively screening the significant material.

3. Oral Reading Test (Here Dr. Wm. Gray's carefully standardized Tests for Grades I to VIII, and above, were used by permission).

4. Silent Reading Rate (Dr. Starch. Tests already standardized were used by permission).

5. Rate in Spontaneous Speech.

6. Percentage of Relevant Words used in spontaneous speech.

7. Vocabulary.

It is then possible to give a speech index, based upon the scores in the tests, when compared with the subjective speech rating.

While we have laid special stress upon the development of the articulation tests (in order to make them available for general use by teachers of speech and by psychologists) and also in the development of a spontaneous speech test, we realize that much experimentation has yet to be done, as the sounds should undoubtedly be "weighted," in the articulation tests; since sounds occuring at the beginning of a word may be more important than those in middle or final position.

As to the spontaneous speech tests, using a uniform method of control and stimulus, we found that the rate of speech shows very little significance when compared with the speech rating, while the

percentage of relevant words used, or speech content, bears a very high relationship. In other words the mere act of speaking, and the ability to "*talk*," is much less important than "content," or what you *say*.

A detailed study of experimental phonetics requires elaborate laboratory apparatus and technique, but teachers of speech usually do not have access to such apparatus, and even if they did, there would be no time alloted in a busy school life for extensive measurements. Nor are most teachers interested in tests requiring a knowledge of trigonometry or higher mathematics. Therefore, we have felt that the tabulation should be reduced to terms which may be easily understood and easily recorded, in order that the tests may be practical and of universal use.

In brief, the purpose of these measurements is to estimate the general effectiveness of an individual's speech. The specific purpose is to enable the examiner to classify the speech type by means of a series of objective and subjective measurements.

The tests, then, offer (1) a means for forming judgments regarding factors in expression which cannot be subject to objective measurements, except by processes requiring elaborate laboratory technique and equipment.

(2) They offer a means for forming estimates of the speech reaction based upon weighted scores in articulation, oral reading, silent reading, spontaneous speech, percentage of relevant words, and vocabulary.

(3) By means of the tests we may classify individuals as superior, average, or below average in speech attainment.

(4) The tests provide for the selection of such individuals as stand in need of special training or individual attention for mild or severe speech defects.

(5) They enable the examiner to eliminate from classes in speech correction those individuals whose speech conforms to a generally accepted standard, or to recommend them for training in the fundamentals of speech, or to select individuals fitted for artistic phases of speech as given in the usual public speaking classes, dramatics, debate, and similar expressional activities.

(6) Only through some agreement as to what constitutes good speech may we hope to come together over existing speech defects, nomenclature, differences due to nationality, and locality.

We need to determine whether, as seems probable, there are plateaus of speech at various growth periods; whether we steadily progress or occasionally lapse, as has been suggested, at about fifth grade, how important the matter of ear training is, since hearing presides over the richest range of feeling of any of the senses.

The following brief report of results obtained through use of the tests at the University of Wisconsin and at Mount Holyoke College, are offered as indicators of the usefullness of the tests as applied thus far:

Public Schools, Madison, Wisconsin. Eight grades examined; 19 per cent found to be in need of special training.

In unselected group of 40 Freshman English Students, University of Wisconsin; 15 per cent in need of special training.

Total, in both unselected groups representing a cross-section of the public schools and of University Freshman, 17 per cent special cases, mild to severe. (The temporary norms obtained for the various tests are based upon the Wisconsin groups.)

At the suggestion of Miss Couch, the head of the department of Mount Holyoke College, we have this year followed a new plan, in accordance with the needs of the situation and in order to differentiate between those who had speech defects, those who simply had rather ineffective speech or slight oral inactivity, (those who might be excused from speech because they were neither good, nor bad), and finally a fourth type who might be recommended for elective work on the artistic side. The judgment of two persons was given for each student, the judgment for creative ability, imagination and dramatic instinct being given by the head of the department, and the speech rating being a combined judgment of the experimentor and the department head.

We found in need of corrective training in Group I, 17 per cent of the 217 students examined. Freshman corrective work is required for all in this group. In Group II, where the speech was rather ineffective and it was felt that Sophomore work (receiving credit) should be required, there were 18 per cent. Group III indifferently good, or excused from speech work, amounted to 34 per cent. Group IV, recommended to elect courses in the department by reason of superior speech rating, consisting of 28 per cent.

The following tables may be of interest, in representing graphically the results of the various surveys;

Table I

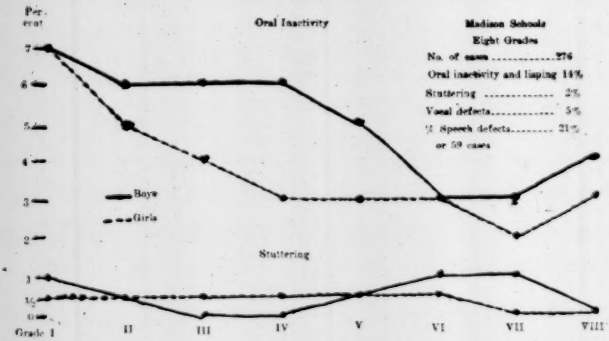
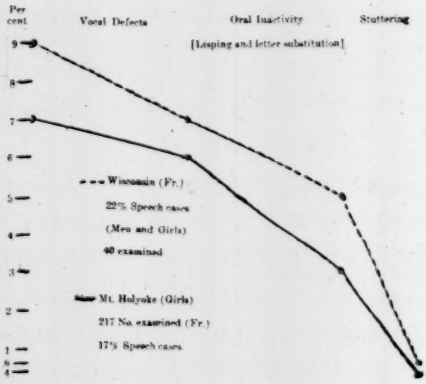


Table II



Subdivisions Under Group I

A. Vocal defects, 7 per cent.

B. Oral inactivity, lisping, or letter substitution, 6 per cent.

C. Stuttering or previous stutterers, 3 per cent.

D. Oral inactivity associated with deafness, 4 per cent.

Thus, 17 per cent of the women at Mt. Holyoke, where we have a carefully selected group, entrance being by competitive examinations, are in need of corrective work in speech.

CHARACTER BUILDING THROUGH SPEECH EDUCATION IN HIGH SCHOOL*

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ONE of the greatest needs in the world today is people of character. Because of this, the state is knocking at the school-house door, begging the teacher for readjustment of class-room work, and asking: "What can you do to help the rising generation become better neighbors in a community? What can you do to give them greater respect for the rights of others? What can you do to inspire their pride in efficient work? What can you do to develop patriotism and faithfulness in civic obligations?"

As the value of education is gauged by the kind of citizens the pupils become, the teacher should face these questions, and without excuses for abnormal conditions, be ready to give evidence that he is not consuming time with a "fad or a frill," but that he is dealing with a subject, or subjects, which he makes a vital moral force. It would have been difficult for some teachers of elocution in the old days to answer these questions satisfactorily, but a teacher of speech today should be able to reply with confidence concerning the possibilities for character building in his courses. Indeed, there are few subjects, if any, which offer wider opportunities to a teacher for inspiring worthy thought and conduct. These opportunities may be considered as associated with the assignment given, the method employed, the criticisms offered, extra-class occasions, and the example of the teacher.

The character of the assignments given a class is always a large factor in stimulating pupils. The syllabus for speech training in high schools issued by the Department of Education of New York State, outlines a four-year course which includes (1) Oral Compo-

* Read at the annual convention of the National Association of Teachers of Speech, New York University, December 27, 1922.

sition, (2) Interpretation of Good Literature, (3) Mechanics of Speech. It may be expected that the chief assignments given to pupils will be for oral composition and for interpretation of literature; as mechanics of speech are likely to be dealt with in class lessons, ear training, exercises and drills, and correction of individual errors. Whatever the pupil gains from this phase of the work in forming better speech habits, he is expected to apply in his oral composition and literary interpretation; but as a definite assignment for home work, little emphasis is given mechanics of speech, except in unusual cases.

For oral composition assignments, what can be given which will have moral value? Telling how to do or make something is an assignment for young pupils. When these talks are illustrated by models or drawings, the interest of the speaker and listeners is keen, and the explanation of its use or purpose; for example, a book rack made for father, a toy for little sister, or rescuing a drowning person, suggests commendable service. Retelling stories from good authors is another easy and interesting assignment presenting valuable lessons of life. By suggesting good stories to tell, a teacher may lead his pupils to stress almost any virtue he wishes. The pupils also learn how much pleasure they can give others by skilful narration.

Business talks are somewhat more difficult, but have unusual possibilities for consideration of courtesy, fair-dealing, and principles of salesmanship. Explaining and illustrating proverbs is an assignment which gives variety to the work, and one which drives home standards of conduct measured by thrift, honesty, industry, perseverance, and many other wholesome virtues.

Programs about great Americans are sure to carry inspiration. A program may be about one man; for example, Roosevelt, Lincoln, or Franklin, or a group with a unifying consideration, as Self-made Americans, American Inventors, or Americans by Adoption. Material for such programs is easily found, and more is coming out all the time. What boy or girl will not thrill when reading and retelling some of the adventures of Edward Bok as told in his autobiography, or of Michael Pupin in the series of articles now appearing in *Scribner's Magazine*? Programs about favorite authors may be conducted in a similar way, and be just as replete in opportunities for subtle presentation of ideals. Discussion of

"present day problems and how they may be solved" is an assignment suited to the most advanced pupils. This is one of the best assignments for developing interest in civic conditions, in civic betterment, and in the duties and obligations of citizens.

Assignments for interpretation of literature, if chosen wisely, may be made rich in ethical lessons. In every case the material should be adapted to the age of the pupils, and should be something they will enjoy. If the pupils like the selection, they will see "some sense," as they say, in trying to impress others with what they have understood and felt. Generally they appreciate the truths presented by the author without lengthy discussion of morals. Noble behavior in men of contrasted types makes its own appeal in Kipling's Ballad of the East and West; service and self-sacrifice in Sidney Carton's exchange with Darney; modesty in Browning's Harvé Riel; faithfulness to a trust in Hubbard's A Message to Garcia, and upright citizenship in the writings of Theodore Roosevelt.

There are many ethical values in the work included under mechanics of speech. Working carefully for precision in the production of speech elements, shows an attitude of mind likely to be painstaking in other things. Improved speech leads to greater self-respect and confidence, and these in turn to joyful participation in social, educational, commercial and civil activities. If you have known a self-conscious boy or girl, a lisper, a stutterer, or one afflicted with foreign accent, and observed his or her steady battle with the handicap, and seen the same boy or girl when he or she has conquered it, you can realize what the struggle and the triumph have added to the character. George Bernard Shaw makes Henry Higgins, the teacher of phonetics in Pygmalion, say, "You have no idea how frightfully interesting it is to take a human being and change her into a quite different human being by creating a new speech for her. It's filling up of the deepest gulf that separates class from class and soul from soul."

Some educators, even prominent ones, decry method. A professor in one of our colleges devoted to training teachers once said that to be full of one's subject is all the method necessary. But experienced teachers of speech have learned that the results from their class-room work depend largely upon the methods employed. There are logical steps in training the ear to recognize sounds and in training the vocal organs to produce these sonuds. Principles

of expression and principles of holding and influencing an audience should be learned by observation of concrete instances, and then applied as in any subject or activity where principles function. We should strive for the method which will stimulate the best reaction and the best thinking, well assured that logical thinking and keen judging will always contribute something to character.

The socialized method of carrying out an assignment has a very direct bearing upon character. For example, the assignment of programs about Great Americans works out well by dividing the class in teams with two leaders for each team. The leaders plan the program and give out the individual assignments, and on the day the program is presented, the first leader acts as chairman. By this method pupils' ideals are tested by actual conduct, so that they learn by experience sound lessons in leadership, in coöperation, and in responsibility. The industrious feel the satisfaction of accomplishment, while delinquents are conscious of their shortcomings by the condemnation of their fellows. This method may be used, also, for programs about popular authors, discussions upon interesting questions, or whatever the teacher may choose. Doubtless there are many excellent methods employed by different teachers which are conductive to growth in character. The progressive teacher will change his methods from time to time in an effort to secure greater results in manly and womanly behavior, and he will never be cocksure that his methods are the only gilt-edged variety or that the methods of others are unworthy and unprofitable.

Through tactful criticism a teacher may make some of his best contributions to character building. The fact that through criticism the contribution may be made in an indirect manner with no repellent label upon it, multiplies its potency. In telling a pupil that his reading of Whittier's "Marguerite" lacks sympathy with the persons portrayed, the teacher can help the pupil to look at life from other view points than his own, and deepen his sympathies. In urging a student to picture more clearly to his audience Said Abdallah's homesickness, followed by his struggle and resolve to remain with his master, the reader will come to a better understanding and a deepened respect for the triumph and faithfulness of the little Bedouin groom boy. When suggesting to pupils engaged in preparing and delivering original talks that they improve their wording, their illustrations, or their style of delivery for the

sake of stronger appeal and better control of the audience, students develop a realization of the importance of manly and noble thinking as a factor in influencing others and in attaining worthy leadership.

Pupils as well as teachers usually participate in criticisms, and often do quite as much for their own habits of observation, discrimination, and courtesy in this way as they do for their classmates to whom they offer suggestions. Believing, as we do, that the mind is affected by the nature of its currents, and that personal development is affected more deeply by thoughts expressed in language than by those unexpressed, we can see that criticism, when constructive, has a very marked relation to character and life. Very often we observe still better evidence of criticism resulting in strengthened character, when we note that certain pupils have expressed their higher impulses, not only in language, but also in improved conduct manifested in some class-room or other activity.

Casual opportunities come to all teachers to say a word of approval or disapproval, to cite an example, or quote a phrase or sentence which may remain long in the minds of the listeners. The audience may be but one pupil, it may be a class, or even a larger group; but whatever the circumstances, that opportunity may be momentous.

It is not always a comfortable feeling which we have when we consider that the example of the teacher himself is probably the greatest of all factors in character building. We do not entirely relish the idea of being "awful examples". There are times when we feel like breaking away from all restraints and becoming some sort of a free lance. But our occasional resentment does not alter the fact that we are all imitated, either consciously or unconsciously. Observe children playing school, or older pupils giving a burlesque of members of the faculty, and you will be convinced that they know more about our strong points and our foibles than the average teacher knows about his pupils. Or recall your own experiences, sometimes of discouragement or wrong notions of life, sometimes of inspiration and broadened vision, which you received from teachers. The teacher's command of voice and language is often imitated unconsciously. In a model school class at one of our State Normal Schools was heard a pupil teacher shouting to his pupils and the pupils shouting back to him. When this was com-

mented upon later in the interview with the critic teacher, she said with a wise nod of her head, "That illustrates a principle of teaching: whatever you give your pupils, they will report back to you." How important, then, that teachers exemplify cheer, patience, and self control in word, in voice, and in behavior.

The example of work done thoroughly and well cannot fail to give better standards for meeting tasks in life. Many pupils, especially in our cities of cosmopolitan population, come from homes where they see household work and perhaps the father's business done in a haphazard fashion. What an opportunity the teacher then has for giving ideals in the house-keeping of her own classroom by accomplishing the details of organization and routine with dispatch, her conduct of recitations by business-like methods, and her discipline, when necessary, with fairness. The business world today so much needs greater efficiency that overcrowding of schools and other agencies which handicap the teacher in setting an example in efficiency are all the more to be deplored. Sometimes, too, teachers handicap themselves in efficiency, and probably it is most frequently done by wasting time in talking too much, roundabout methods, or poor questioning. We can never secure the respect for our subject which it deserves either from our pupils or from the public, until we are accomplishing a maximum of attainment in a period. By our attitude toward our work we can do much to win for it the recognition it should have.

The first period of a term is a good time to enlist the coöperation of pupils in working for the larger benefits that may be derived from a speech class. One teacher who meets fourth-year boys in high school did it in this way. He mentioned the frequent comments made now-a-days about personailty as an element of success. He displayed an advertisement of a business course which listed twenty qualities which contribute to business advancement, personality being the first in the list. He quoted from President Harding's address to students at an Ohio college last June the topic sentence of one of the paragraphs, viz: "Personality is the greatest quality in life." Then he asked the class to try to analyse Personality into its component qualities. The word *Personality* was written on the board and a brace drawn after it. Soon members of the class suggested the following qualities to be set down: Appearance, Confidence, Language, Voice, Courtesy, Mental Control, Character. The

teacher then asked what could be done in a speech class to contribute to each of these qualities. There was no lack of suggestions. The conclusion was that the activities of a speech class offered many opportunities to improve in each of these qualities, and consequently, the speech class gave everyone a chance to strengthen his personality. "If this is so," said the teacher, "we would better buckle down hard to our first assignment," and they did.

EDITORIAL

THE 1922 CONVENTION

EACH succeeding annual convention seems to be the maker of a new epoch and the pace-maker for conventions to come. Certainly the 1922 convention at New York University, in Washington Square, is no exception. Let this meeting go down into history as the great promoter of understandings. More differences were forgotten or cleared up, more misconceptions straightened out, more issues clarified, more motives and aims revealed than in any meeting yet held by the Association. For one thing, this meeting probably afforded more face-to-face introductions of heretofore strangers to each other than any yet, and so furnished opportunity for that personal touch which goes so far always to turn misunderstanding into understanding, aloofness into friendship, suspicion into confidence. In retrospect it looks now like the best gathering of nation-wide leaders of the profession yet held.

We are seeing each other's problems better each year; seemingly at a geometric progression. We represent a field naturally wide and with diverse interests; we come from far parts of a broad country; we present ambitions and educational aims of many hues and shapes, determined by a large variety of educational environments; yet year by year we narrow the confines of geographical limitations, convince each other of the signficance and worth of each other's special field of activity, and learn that no problem liveth unto itself; the problem of the grades cannot be discussed apart from the problem of the graduate school or that of the normal school apart from the college and the high school.

Again the papers at this convention seemed as a whole on a distinctly loftier and more creditable plane than ever before. There

was more of a search for fundamental educational aims, more of a willingness to propound to ourselves our knottiest questions, more of a determination to get down to something like fundamental causes and to seek permanent bases of unity and coöperation. There was fuller discussion, more meeting in groups, freer give and take, and better evidence of the spirit that brings out truth and makes for understanding.

Those who were present will have felt this already; those who were not so fortunately favored will see by the forthcoming papers in the QUARTERLY JOURNAL on what an interesting plane the discussion was conducted. Already the editorial hopper is overflowing, and readers of the JOURNAL will profit by the fruits of this memorable meeting. Not the least of the advantages in store is that some of the papers of which there was inadequate discussion can be digested—or dissected—at leisure, thus insuring the readers still more discussion of the problems needing it most.

To Presidents Merry and Hunt, and to all who had a hand in promoting and executing the sessions of the 1922 convention, the thanks of the Association are due for their labors in producing so happy a result.

To President Gough, we extend the heartiest felicitations of the Association, together with the sincerest of good wishes for another profitable and successful administration.

THE COMING YEAR

THE problems or the aims of our organization seem to be three: ASSOCIATION or contact, INVESTIGATION and RESEARCH, and COMPREHENSIVE STANDARDIZATION.

In the first place, our Association affords wide contact and helpful fellowship. It may be trite to mention this, but it is no small privilege to meet from year to year the men and women of the clan to which we belong, to sense their point of view, to experience somewhat of the glow of personality thrown upon the approach and treatment of their subject, and to share their vision for the local and general development of our work. Nor is it a small privilege to have in this connection a general articulating medium, such as the QUARTERLY affords. It is the child of our Association: but the parent has come to lean very heavy upon its only begotten. And our organization must continue to serve as a means of helpful com-

munication, of free discussion, and of fellowship and inspiration for all our widely scattered teacher-folk. We need contact professionally: the Association provides it.

In the second place, our subject needs the help of investigation and research. That our Association furthers both is evidenced abundantly in recent reports relating to beginning courses in colleges and universities, the illuminating and, we might say, startling revelations made in the survey by the Committee on Normals, and the tremendous work in the hands of the Committee on High Schools. The investigations made suggest painstaking, exhaustive, and dependable methods in obtaining data. And while the work in recearch is little more than begun, a glance at papers read before the recent convention would convince that the fields of physics, psychology, sociology, and many others afford wide range for original and enriching contributions, and that the Association furthers every intelligent endeavor in that direction.

In the third place, our work demands more comprehensive standardization. This term must here connote more than agreed aim, content, and perhaps method in courses deemed acceptable; it must signify a common creed of intelligent and sympathetic appreciation of opposing views; it must imply an attitude of fine adjustment, accommodation, and of compromise. It is probable that the standards of all of us need quite a bit of realignment, greater freedom from the "dead set" finalities to which we departmentally have come, and more of the sheer, generous receptivity of the beginner.

To achieve these aims the Association must further ideals based upon intellectual poise, fine judicial temper, a most generous attitude toward even the most pronounced advocates of extremes. In the recognition of the interplay between science and art, between knowledge and skill, between, we might say, knowing and doing, the Association can render heroic service.

We are not without resources in this task. We have a common medium of expression, an open forum maintained through the academic year, THE JOURNAL. Most efficient in management, admirable in mechanical appearance and appeal, able in editorial staff and policy, our quarterly commands profound respect. The annual convention, too, is an ally. In these gatherings the work of those men who have wrought so faithfully through the years has been in

evidence, and increasingly so. Officers have proved self-sacrificing and efficient; in spite of overwork, committees have carried on aggressively investigation and research. It would seem a time for large hope and rewarding labors.

In the great work that still must be done to bring all our aims to realization, we beg the sympathetic coöperation of every member of the Association and of every friend of the cause. May 1923 carry on the rate of progress of the years preceding.

HARRY BAINBRIDGE GOUGH

THE FORUM

MINUTES OF THE SEVENTH ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

Wednesday Morning

THE seventh annual convention of the National Association of Teachers of Speech, meeting in joint session with the Eastern Public Speaking Conference and the New England Public Speaking Conference, at New York University, Washington Square, was called to order by President Glenn N. Merry, of the University of Iowa, Wednesday morning, December the twenty-seventh. The address of welcome on behalf of New York University was delivered by Professor C. C. D. Briggs of that institution. Dr. Merry delivered the president's address for the National Association, concluding with the following recommendations:

1. That in addition to our regular officers, elected annually, we create a permanent Executive Committee, composed of the past presidents of the Association, and three elected members who shall hold office for three years, one member's term expiring annually.

2. That we create standing, or permanent, committees for an indefinite period of service, on:

   a. Investigation and Research.
   b. American Speech.
   c. Student Honor Public Speaking Societies.

3. That we encourage state organizations to affiliate with the National Association.

4. That we create a Membership Committee which shall serve for a period of three years.

5. That we classify memberships in the National Association as follows, with dues as assigned, each membership including, of course, annual subscription to the QUARTERLY JOURNAL OF SPEECH EDUCATION.

a. Straight membership, at $2.00 per year.
b. Sustaining membership, at $10.00 per year.
c. Life membership, at $100.00.

The president's address on behalf of the Eastern Public Speaking Conference was delivered by Professor Everett L. Hunt, of Cornell University. The remainder of the morning session was devoted to the address of Dr. A. A. Brill, of New York, on "Speech Disorders in Nervous and Mental Diseases," Miss Dacey, Miss Prentiss, Dr. Muckey and Dr. Brill participated in the discussion which followed.

WEDNESDAY AFTERNOON

General Session

The first address of the afternoon session was given by Professor A. M. Drummond, of Cornell University, on "Graduate Work in Public Speaking." Discussion by Rarig, Drummond, and Mrs. Scripture followed. The second address of this session was delivered by Professor J. M. O'Neill, of the University of Wisconsin. After Professor Hunt had replied at some length to the charges made by Professor O'Neill, further discussion was postponed until the College and University Section, in order that some business might be concluded before sectional meetings were called.

The Committee on Resolutions was announced, to consist of Professor T. C. Trueblood as chairman, Miss Rousseau, Mrs. Kingsley, G. R. Collins and H. C. Weller. Winans moved that the Committee on Nominations be elected and the motion was carried after some discussion. Bryngelson, Simon, and Edwards were appointed as tellers. As a result of the election, the Nominating Committee was announced as composed of Winans, Drummond, O'Neill, Dennis and Merry. The Auditing Committee was announced as composed of Shaw, Marshman and Hanley. The convention then adjourned to the three sectional meetings.

High School Sectional Meeting.

The program for this section was almost entirely informal, with Professor H. B. Gough, of De Pauw University, presiding.

An attempt was made to learn how many high schools on the accredited list have teachers of Public Speaking and separate departments of Public Speaking. Among those who participated in the discussion were Mrs. Scripture, Reeves, Hanley, Dennis, and Strauss.

The one formal paper on this program was that given by Professor W. Palmer Smith, of the Boys' High School, Brooklyn, on "Character Building through Speech Education." This was discussed by Dean Ross of Emerson College.

Normal School Sectional Meeting.

This was the first normal school sectional meeting ever scheduled by the National Association, and the attendance was most gratifying. Miss Cora Everett, of the State Normal School at West Chester, Pennsylvania, presided, and the program was given as originally scheduled:

"The Peculiar Problem of the Normal School in Speech Education," Dr. A. L. Rowland, Director of the Bureau for Teachers, State Department of Education in Pennsylvania.

"Speech Training for Children—a Function of the Normal School," Miss Sophie Pray, Department of Speech Correction in the New York City Public Schools.

"Methods in Reading as a Phase of Speech Education," Miss Pauline Camp, Wisconsin State Supervisor of Speech Correction.

Discussion of the general issues brought out in the three papers was led by Miss Helen M. Peppard, Supervisor of Speech Education in Pennsylvania. A lively discussion ensued, during which Tilly, Schamus, Miss Loeb, Miss Rousseau, and Miss Peppard participated.

College and University Sectional Meeting.

The meeting was opened by Miss Mary B. Cochran, of Vassar College, who presided. The entire program was informal. The first question discussed was: Should inter-scholastic debating be discouraged? Trueblood, Immel, and Merry discussed the meaning of the question. White took up the question of inter-collegiate debating in Pennsylvania. Hicks spoke briefly of the open-forum type of debate. Further discussion on that subject was postponed

until Thursday, and attention was directed to declamation. Tilroe, Lardner, Kay, and Trueblood participated in this discussion.

THURSDAY MORNING

Public Speaking Section.

With Professor Hunt presiding over this section, the following program was given:

"English and American Debating," by A. C. Baird of Bates College. Discussion by Calvert, Hicks, Shaw, White, Drummond and Collins.

"The Function and Influence of the Faculty Debating Coach," by G. Rowland Collins, New York University. Discussion by Hicks, Calvert, Shaw and Woolbert.

"Football, Phi Beta Kappa, and Debating," S. L. Garrison, Amherst College.

"Research in the History of Oratory: Its Place in a Department of Public Speaking," Charles A. Fritz, Otterbein College.

Speech Disorders Section.

J. Walter Reeves of Peddie Institute, presided at this program, which united with the Dramatic Reading and Production sections for the first part of the morning, in order to hear the address of Professor William Tilly, of Columbia University, on "The Use of Phonetics in Corrective Speech Work." Discussion by Schamus followed.

The other paper on this program was on "Stuttering, its Etiology and Therapy," by Hannah More Creasey, the Director of Speech Correction in the Jersey City Public Schools.

Dramatic Reading and Production Section.

With Professor John Dolman, Jr., of the University of Pennsylvania, presiding, Mr. Windsor P. Daggett, of New York City, delivered an address on "The Speech of the Theatre," which aroused much interest. Among those engaging in the discussion which followed were Miss Cochran, Dunlop, Brown, Schamus, Tilly, and Daggett.

THURSDAY AFTERNOON.

Public Speaking Section.

Since the morning's program for this section had proved to be too long for the time allowed, part of that program was included

in the afternoon session of that division. Professor George McKie, of the University of North Carolina, presided. The only formal paper was that on "Teaching the Engineer to Speak," by Myron J. Luch, of Lehigh University.

Open discussion was held on the general relation of courses in Public Speaking to technical and professional students, led by Miss Elizabeth Avery, of Smith College. There was also general discussion of the relation of disciplines concerned with the speech of the individual, discussion in small groups, and public address.

Speech Disorders Section.

The program for this meeting proceeded as follows:

"Organization of Speech Correction Work in the Schools," Miss Pauline Camp, State Supervisor of Schools for the Deaf, the Blind, and Classes for the Correction of Speech Disorders in Wisconsin.

"Practical Speech Tests," Dr. Sara Stinchfield, Mount Holyoke College.

"The Teaching of Speech Reading to the Deaf," Miss Martha Bruhn, Principal of the Muller-Walle School of Lip Reading for the Deaf Adult, Boston.

Discussion on the papers was conducted by Miss Dacy, Miss Camp, Miss Creasey, Dr. Stinchfield, Dr. Swift, Baldwin, Woolbert, and O'Neill. Mrs. May K. Scripture, of New York University, presided over this session.

Dramatic Reading and Production Section.

Miss Fredrica Shattuck, of Iowa State College, presided at this program. The first paper of the afternoon was read by Professor R. A. Tallcott, of Butler College, and dealt with "The Teaching of Reading." Miss Alma M. Bullowa, of New York, delivered a talk on "Pantomime," and Professor T. Earl Pardoe, of Brigham Young University, gave an address on "The Technique of the Body." The remainder of the time was devoted to a discussion of the papers and general discussion of problems in Interpretative Reading. Tilroe, Marshman, Currie, and Brown discussed pantomime. Imitation in the theatre was discussed by Currie, Woolbert, Miss Prentiss, and Miss Everett. Rarig spoke on the art of the stage. There was a general discussion of imitation in art by Miss Herenden and Miss Johnson. Experiments in dramatic clubs were described by Brown of Dartmouth, Dolman of Pennsylvania, Drum-

mond of Cornell, Pardoe of Brigham Young, Hunter of Ohio Wesleyan, Wise of Kirksville, and Mrs. Hunt of Wellesley.

FRIDAY MORNING.

Business Session.

The meeting was called to order by President Merry, and committee reports were called for at once. Professor H. B. Gough, of De Pauw University, made the report for the Committee on Secondary Schools. He discussed the necessity of ascertaining with some degree of accuracy just what conditions are in the high schools. He showed the extreme variety in conditions shown by certain local reports, and maintained that they only emphasized the desirability of a national survey of conditions. He recommended that the present committee be continued with the purpose of making such a survey. The report, with the recommendations, was accepted without discussion.

Professor Hunt reported that the entire list of officers for the Eastern Coonference had been re-elected at the business meeting held by that organization just previous to this meeting of the National Association. (The minutes of that meeting are published separately in this number).

The report of the College Entrance Committee was made by J. Walter Reeves, of Peddie Institute. He reported conferences with Eastern College Associations, stressing their general willingness to give college entrance credit in Public Speaking on the basis of the syllabus adopted at the Chicago convention of 1921. He also reported the result of 311 questionnaires sent out to colleges and universities in the attempt to find out what college entrance requirements were. Discussion by Hicks, Raring, Marshman, Kay, Garrison, and Reeves followed. The president paid a tribute to the splendid work accomplished by Mr. Reeves. O'Neill moved that a Committee on Secondary Education be appointed, to continue for three years. The motion was seconded and carried.

The report of the Committee on American Speech was given by Professor Frank Rarig, of the University of Minnesota, who listed organizations promoting such objects and discussed the scope of their activities. He reported progress in public schools, normal schools, etc., in Better Speech movements, phonetics, etc. He pointed out the increasing interest in this work on the Pacific Coast, the general lack of it in other states west of the Mississippi and the

great interest in the east. He emphasized the importance of such work and recommended that the National Association of Teachers of Speech finance the continued work of this committee. Dolman moved that this committee be continued for three years. After discussion by McKie the motion was carried.

Professor James A. Winans, of Dartmouth College, reported progress for the Committee on Nomenclature, and requested the continuation of the committee. He announced that next year he would propose the title, "The Quarterly Journal of Speech and Rhetoric." On motion by Garrison the report was accepted.

Professor R. K. Immel, of the University of Michigan, Business Manager of the Association, gave the financial report, as follows:

December 22, 1922.

Members of the National Association of Teachers of Speech:

As treasurer of this assocition I herewith make report to you of the financial activities of the Association for the year 1922. The report covers the period of December 15, 1921 to December 15, 1922.

Members of the National Association of Teachers of Speech:

REVENUE

Brought forward from last year, cash	$ 308.42
Received from subscriptions to QUARTERLY JOURNAL	2382.57
Received from new memberships	150.00
Received from advertising	164.80
Received from sale of old copies of the JOURNAL	114.06
Received from members' gifts to help offset deficit	562.50
Received from miscellaneous sources	54.82
TOTAL REVENUE FOR THE YEAR	$ 3737.17

DISBURSEMENTS

Printing the magazine, reprints, etc.	$ 1605.48
Printing bill of last year, carried over and paid this year	384.94
Office supplies, postage, etc.	240.84
Secretary	273.61
Refunds	10.38
Miscellaneous, notes and interest, etc.	1007.53
TOTAL DISBURSEMENTS FOR THE YEAR	$ 3522.78
TOTAL REVENUE	$ 3737.17
TOTAL DISBURSEMENTS	3522.78
Balance in the treasury Dec. 15, 1922	$ 214.39

I wish to call to your attention to the fact that one year ago we were in debt to the extent of a note of $700 with interest and an unpaid printing bill of $384.94. During the year we have paid both the note and the bill, all bills are paid up to date, and we have a bank balance of over $200. You will be interested in knowing how this desirable state of things has come about. In the first place, forty one members made gifts of from $2.50 to $25 each, totaling $562.50, toward getting the Association out of debt. The treasurer has a list of the names of these members and their names are written in the Lamb's Book of Life, or wherever such things are recorded. The total deficit was about $1100. Part of the balance was made up by renewals received after the November number was sent out, and the rest was made up by new subscriptions and memberships, advertising, sale of old copies and a rather rigid economy practiced by all who have had any part in the affairs of the Association during the past year. The treasurer has vetoed all but the most neccessary expenses. There have been several suggestions during the year calling for expenditures of one kind or another, all perfectly legitimate and even desirable, but it has been thought best not to expend a cent above actual running expenses, until the condition of the treasury is such that expenditures can be made without incurring a deficit. For the first time, I believe, in the history of the Association, we are out of debt. This does not mean that we have an operating surplus. On the contrary, we shall have to borrow money to finance the spring numbers of the Quarterly Journal. But the treasurer hopes that these new obligations can be met before the end of another year without the customary call for contributions. At least he is making no call at this time. If any of the older members, because of this omission, feel a sinking sense of homesickness, I shall be glad to prescribe a small gift to the Association to make them feel at home. But others, not used to the annual call for money, can this year stay to the end of the convention with minds at peace and without the necessity of avoiding the companionship of the treasurer.

I ought to add that the rigid economy of the past will have to be continued. The Association has, I think, got past the creeping stage and is now standing on its feet, for a little time any way; but it seems necessary to remark that if too much weight is added while it is learning to walk the results may be bow-legs. I do not know

whether this is good physicianship or not, but I do know that it is good finance. If there are movements that need to be financed, let's do it outside the treasurer's office. We are not yet in a condition to publish the Quarterly Journal more frequently, nor to indulge in any other enterprise, however desirable. Let's build slowly, but surely. Let's get the Association firmly established, with an operating surplus, before we branch out. But I may say this: if members will do as well next year as they have done this year, in getting new subscribers and in boosting the Association and the Journal, the happy day of a good surplus is not far off.

During the last year, sample copies have been sent out only on request. Three hundred forty have been sent to those writing in for them. Of these requests, 156 have come through our advertising in DRAMA, which magazine has been good enough to exchange advertising with us.

Those whose subscriptions have expired during the year have been canvassed from one to four times. Total number of letters sent out for this purpose, 2075.

New memberships gained during the year.....150
Number not in good standing Dec. 15.....113

This 113 however included those whose dues were payable in November, after the Journal was out and renewals are coming in every day from these.

New subscribers gained during the year.....153
Number who had not renewed Dec. 15.....145

But again this 145 includes those whose subscribtions expired with the November number, and renewals are coming in steadily. The number of members and subscribers definitely lost during the year is distinctly below that of last year. This is accounted for, in part, at least, by greater regularity of publication.

Number of members in good standing Dec. 15....362
Number of subscribers paid in advance.....382
Number on the November mailing list.....856

Recommendations.

1. I recommend that the contract for printing be relet to the Flanigan-Pearson Company, of Champaign, Illinois. While there have been some unsatisfactory things in the make-up of the magazine during the past year, I believe these will be eliminated next year. And this much may be said for these printers: they are the first printers we have had thus far that got the magazine in the

mails according to agreement. Your magazine this year has been out on time.

2. I wish especially to urge that the exceedingly good work done this year by a number of members in getting new members and subscribers be continued and that others join the ranks of the boosters. Because of this coöperation this year, office expenses have been lowered and results have been increased. Never before has the coöperation of members been so good. But more ought to be coöperating. Every June graduate in this field ought to be a member before graduation. The treasurer will be glad to postpone the fee and the dues until fall when salaries start. But every department ought to secure memberships from its graduates. A few minutes' work and a personal word would accomplish this. It goes without saying that every member of a departmental staff ought to be a member. See to it in your own department. Summer schools offer an especially good field. Every special student ought to be a member. You people who teach in summer schools, send memberships of your students to the treasurer. As in the case of June graduates, fees may be paid in the fall when salaries start. But get the members. Don't merely send us the name of students. Use your personal influence in having them join. A letter from this office is, after all, only a letter. Your personal solicitation is the thing that gets results. Of course you believe that every teacher of speech ought to be a member. Sell your students that idea. Some splendid work of this nature has been done this last year. Let it grow. Our mailing list has grown twelve per cent this last year. This list contains only the names of those whose subscriptions are paid in advance. No accounts are carried. Twelve per cent gain is good, but we must increase it if we are to be self supporting and if the treasurer is to make good his idea not to ask for special contributions. So let's all get behind and push for financial freedom.

3. I recommend that sectional conferences be invited to affiliate with this Assocation, on the following basis: a member of a sectional conference in good standing may become a member of this Association, without any membership fee other than that paid to the sectional conference, by paying the anuual dues of $2.50, which is understood to be the subscription to the Quarterly Journal of Speech Education.

In addition to my thanks to those who have so nobly coöperated

this last year, I wish again to offer a word of praise to Miss Gladys Morton, who so efficiently looks after the routine business of the treasurer's office. As I have done for the past two years, I have asked her to attend this convention at the expense of the Assotion and she is here to attend to any details of the treasurer's accounts. It is due to her faithful and painstaking work that we have reduced chaos in our mailing lists to order and have brought complaints of subscribers to a minimum. Take your troubles and your money to her. She speaks with the voice of the treasurer.

In closing, I wish also to thank the President and the Editor for keeping their expenses so delightfully low. I don't know where they have secured the money to run their offices and I do not propose to inquire. All I know is that they have made bricks without straw and have not complained of the lack of material.

If there are any suggestions looking to the financial welfare of the Association, I shall be only too glad to have them. This is a coöperative enterprise and will stand or fall according as we all work or fail to work together. This is not a sermon, but a financial report, yet the preaching has had results in the past and is as good as ever for the future.

Very respectfully submitted,
RAY K. IMMEL,
Treasurer and Business Manager.

Professor Warren C. Shaw, of Knox College, reported that the Auditing Committee had found the accounts correct, and the report was accepted. The first two recommendations included in Mr. Immel's report were adopted without discussion, on motion by Kay. The third one was discussed by Mrs. Kingsley, Woolbert, Garrison, Drummond and Immel, and was then adopted.

O'Neill moved that we try to arrange the next annual meeting at the Hotel Hollenden in Cleveland. Kay offered a substitute in favor of Cincinnati. After discussion by Dolman, Edwards, O'Neill, Kay, and Miss Babcock, the substitute motion was carried.

The president expressed appreciation of the attendance of those who had come from a great distance to attend the convention, mentioning especially Mrs. Kingsley of Denver University, Miss Babcock of the University of Utah, Pardoe of Brigham Young Uni-

versity, Fisher of California, Hanley of New Orleans, and Reeid of Washington State.

C. H. Woolbert, Editor of the Quarterly Journal of Speech Education, in making his report appealed for more coöperation and suggested a system of reporters for sections of the country and for continuing the work of the Current Periodicals department. He also recommended that an allowance be made by the Association for proof-reading.

Miss Lousene G. Rousseau, of the Western State Normal College, Kalamazoo, Michigan, gave the report of the Normal School Committee, as follows:

REPORT OF NORMAL SCHOOL COMMITTEE

The Committee on Normal Schools and Teacher's Colleges, after a study of actual conditions in more than seventy per cent of the institutions directly concerned, has been obliged to recognize the fact that Speech Education in the teacher-training institutions is far below the standards which such schools should be expected to maintain, principally for the following reasons:

I. The great majority of the smaller normal schools are on an academic basis more nearly resembling high schools than colleges, and in such schools all departments—not merely the Speech Departments—are below standard.

II. Inadequacy of financial support has necessitated the overloading of teachers, with the result that many teachers are compelled to teach several unrelated subjects without sufficient preparation for such teaching, or sufficient time for class preparation.

III. Much confusion of opinion exists as to the aims and purposes of instruction in Speech, and as to the proper character and content, as well as nomenclature, of both fundamental and specialized courses.

IV. Courses in Speech are too generally lacking in academic subject matter.

V. There is a marked lack of interest among normal school Speech teachers in the scientific and professional aspects of Speech.

VI. There is no general agreement as to what should constitute satisfactory training for the teaching of Speech.

VII. There is a very general failure on the part of administrative officials, course of study committees and Speech teachers, to

appreciate the significance of Speech training *as a preparation for professional service.*

This committee believes that this situation is especially serious in view of the rapidity with which normal schools are being converted into teachers' colleges, authorized to grant degrees identical with those granted by colleges and universities, without at the same time modifying their courses to meet the academic standards of colleges and universities. Recognizing that the National Association of Teachers of Speech has only recently devoted its attention to the normal school problem, the committee believes that a more extended study is needed before final recommendations can be made. However, the committee is ready to submit the following resolutions for adoption by the National Association, believing that they constitute only the first step of a program which should be very comprehensive:

I. That it is the sense of this Association that no teacher be considered adequately prepared to teach any phase of Speech who has not had the same general academic training and educational background required for teachers in other academic branches.

II. That Departments of Speech in teacher-training institutions should be accorded the same degree of autonomy and the same degree of independent action as is granted to other departments.

III. That all teacher-training institutions should offer at least one fundamental course in Speech; and specialized courses, such as public speaking, debating, interpretative reading, etc., should be given only when they may be given *in addition to* such a fundamental course.

IV. That the function of this general course should be the same as the function of such courses in colleges and universities, i. e., it should be an academic course rather than a professional course.

V. That the incoming president should appoint a committee on Normal Schools and Teacher's Colleges, and that this committee should be instructed to study particularly:

1. Special professional courses in Speech which should be offered by teacher-training institutions, such as the teaching of reading, story telling, public speaking, etc.

2. Ways and means of arousing more interest among the

normal school teachers of Speech, and of securing the coöperation of normal school presidents.

Respectfully submitted,
Miss Cora E. Everett,
State Normal School, West Chester, Pennsylvania.
Miss Effie Kuhn,
State Normal School, Trenton, N. J.
Miss Agnes Laughlin,
State Normal School, Winona, Minn.
Miss Ruth Williams,
State Normal School, Peru, Neb.
Mr. John Barnes,
Iowa State Teacher's College.
Miss Lousene Rousseau,
Western State Normal School, Kalamazoo, Mich., Chairman.

This report was adopted without dissent.

Before the morning session adjourned, President Merry spoke of the work of those who had particularly assisted in making arrangements for the convention, and especially thanked Professor Hunt for his coöperation on behalf of the Eastern Conference, Professor Dolman and Dr. Blanton for their services in arranging programs, and Miss Rousseau for her services as secretary.

Friday Afternoon

General Session.

With Professor Hunt presiding, the business session was resumed. The report of the Nominating Committee, given by Professor Winans as chairman, was in two parts, the first consisting of the following resolutions:

I. Resolved: that beginning with the annual meeting of 1923, the editor of the Journal shall be elected for a three-year term.

II. Resolved: that a permanent Advisory Council be formed, to consist of the president, past presidents, and three elected members, said three members to be elected as follows: one for 3 years, one for 2 years, and one for 1 year.

III. Resolved: that a Research Committee of 9 be appointed as follows: three for 3 years, three for 2 years, three for 1 year.

IV. Resolved: that an American Speech Committee of three

members to cooperate with the Joint Committee be appointed, one for 3 years, one for 2 years, one for 1 year.

V. Resolved: that a Membership Committee of one be appointed for a three-year term.

Of these, the fourth was dropped because of conflict with a motion carried previously, and the others were adopted. On the basis of these resolutions the recommendations of the committee for the new officers of the Association were as follows:

President—H. B. Gough, De Pauw University.
First Vice-President—Irvah L. Winter, Harvard University.
Second Vice-President—Mrs. E. W. Scripture, New York University.
Third Vice-President—N. E. Reeid, State College of Washington.
Secretary—Miss Henrietta Prentiss, Hunter College.
Treasurer—R. K. Immel, University of Michigan.
Editor of the Journal—C. H. Woolbert, University of Illinois.
Business Manager—R. K. Immel, University of Michigan.
Council Members—Philip M. Hicks, Swarthmore College, one year; Ben Hanley, Boys' High School, New Orleans, two years.
Mrs. Perle Shale Kingsley, University of Denver, three year.

Upon motion of Dolman, these nominees were declared elected.

The report of the Committee on Resolutions, given by Professor T. C. Trueblood, was as follows:

I. Resolved: that the thanks of the National Association of Teachers of Speech be extended to the Administration of New York University for their generous hospitality in opening their commodious building on Washington Square for the meetings of this Assotion.

II. Resolved: that the thanks of this Association be extended to the managers of the Hotel McAlpin for their courtesy in offering special arrangements for the accomodation of members of the Association as their headquarters.

III. Resolved: that the thanks of this Association are due to the Merchants' Association of New York, under the leadership of Mr. John Young, Chairman of the Convention Bureau, for their

hearty coöperation in completing arrangements for the annual meeting.

IV. Resolved: that we extend our hearty thanks to Dr. A. A. Brill, of New York City, and to Professor William Tilly, of Columbia University, for their valuable contributions to the success of the convention, both in their scholarly papers and in the discussions which followed.

V. Resolved: that the thanks of the Association be extended to the officers for the current year; especially to Dr. Glenn N. Merry for his untiring efforts in thought, in time and in travel to bring about the success of this meeting; to Miss Lousene Rousseau for her most efficient work as Secretary; and to Professor R. K. Immel, for his diligence in handling the finances of the Association so as to clear it of debt for the first time in several years; and to his able assistant, Miss Gladys Morton, for her work as accountant for the Association.

VI. Resolved: that the cordial thanks of this Association be extended to Dr. Charles H. Woolbert for his very able editorship of THE QUARTERLY JOURNAL for the past two years.

VII. Resolved: that we extend our hearty thanks to the officers and members of the Eastern Public Speaking Conference and the New England Conference for their hearty coöperation in the business and literary success of our joint meeting.

VIII. Resolved: that the Secretary be asked to send a copy of these resolutions to those persons mentioned herein who are not immediately connected with the Association.

Respectfully Submitted,
H. C. WELLER,
MRS. PERLE KINGSLEY,
G. R. COLLINS,
LOUSENE G. ROUSSEAU,
T. C. TRUEBLOOD, *Chairman.*

The resolutions were adopted without discussion.

The first paper of the afternoon, read by Professor Rarig, of the University of Minnesota, discussed "Literary Criticism and Oral Interpretation of Literature." It was discussed by Marshman and Rarig. Professor H. A. Wichelns, of New York University, gave a paper on "Our Hidden Aims," which was discussed briefly by O'Neill and Rarig. The last address of the convention,

"The Study of Speech as an Academic Discipline", was delivered by Professor C. H. Woolbert, of the University of Illinois. The paper was commended by Miss Stacy, Miss Babcock, Menser and Smith. General sentiment was expressed that the paper be published and reprints made available for the Association.

Pardoe moved that the convention next year be held on the Thursday, Friday and Saturday following Christmas. The motion was carried and the convention adjourned.

LOUSENE G. ROUSSEAU, *Secretary.*

WESTERN DIVISION OF THE NATIONAL ASSOCIATION OF TEACHERS OF SPEECH ORGANIZATION MEETING, DECEMBER 2, 1922.

At the call of Professor Watkins, head of the Department of Public Speaking of the University of California, about twenty-five teachers of Public Speaking in the Schools of California met in Room 212, Wheeler Hall, University of California, Saturday morning, December 2, at ten o'clock.

Professor Watkins called the meeting to order, and explained his purpose in planning the conference, which was the hope of organizing a western division of the national association.

He asked for the nomination of a chairman pro tem. Professor A. E. Turner, head of the Department of Public Speaking at the University of Nevada, was nominated, and duly elected chairman pro tem.

The morning program was then taken up.

Under the general heading of "Separate Courses in Public Speaking for High Schools," Professor Lee Emerson Bassett of Stanford University, spoke on "The Interpretation of Literature." He made a plea for more reading aloud both by teachers and students and for interpretative reading of literature rather than critical analysis.

Miss McLean of the Berkeley High School, under the same general heading, spoke of "The Construction and Delivery of Speeches." She emphasized the great importance of the study of Public Speaking, which should lead to its becoming a required

rather than an elective subject; and the necessity of organization in speech making.

Mr. Norton, of the College of the Pacific, San Jose, spoke on "Argumentation and Debate," showing the value of debating in developing the reasoning powers, and the need of assigning simple subjects.

Miss Emma J. Breck of the University High School closed the morning program by speaking on the topic, "Objectives in Public Speaking," in which she showed how the student's mental and imaginative need was for all three kinds of oral expression: interpretative reading, speech making, and debating.

After a brief general discussion, it was moved, seconded, and carried, that the chairman appoint a committee on organization to report at the afternoon session. The chair appointed Professor Watkins as chairman of the committee, with power to appoint his own colleagues. The session was then closed, to reopen at 1:30 p. m.

At 1:30 the afternoon session was called to order by Mr. Turner, chairman pro tem. He called for the report of the committee on organization, composed of Professor Watkins, Professor Bassett, and Mr. Hammon of the San Diego High School.

Professor Watkins reported that the committee recommended the organization of a Western Division of the National Public Speaking Teachers Association, and presented the constitution that had been drawn up for this purpose. After some discussion on the membership fee ($5.00—$2.50 for the national association organization, and $2.50 for local needs) as to advisability of making it $10, the constitution was finally adopted as drawn up.

A motion was made, seconded, and carried, that the chair appoint a nominating committee. The chair appointed such a committee—Mr. Hammon, chairman; Mr. Norton, and Miss McLean. The chairman, on motion duly made, seconded, and carried, was instructed to appoint an auditing committee. He appointed Miss Jillson of Kingsbury High School, chairman; Miss Radcliffe of Watsonville, and Miss Smith of Mill Valley High School.

The meeting adjourned for a ten minute recess while the nominating committee and auditing committee conferred. At the close

of the ten minutes, the meeting re-convened, and Mr. Hammon presented the report of the nominating committee:

For President—Professor Watkins.
For Vice-President—Professor Bassett.
For Secretary—Miss Radcliffe.
For Treasurer—Miss Jillson.

The report of the nominating committee was unanimously accepted, the officers elected by acclamation, and the secretary instructed to cast the ballot for the officers named above.

On motion of Professor Watkins, duly seconded and carried, Mr. Turner, chairman pro tem, was instructed to preside during the remainder of the meeting.

Miss Jillson, chairman of the Auditing committee, reported that the expense accounts of the meeting had been examined and audited, and found to be $71.00; and that the committee recommended the immediate payment of $50 of this amount, as soon as those present paid their dues, and the payment of the remaining $21, as soon as there was sufficient money in the treasury. The report was adopted on motion duly made, seconded, and carried.

A brief informal discussion followed on ways and means for financing the survey to be made on Public Speaking in California High Schools. Mr. Hammon moved that the Survey committee be instructed to collect special funds for its work. For lack of a second, the motion was not put. Professor Watkins suggested a membership campaign to raise the necessary funds through dues.

The afternoon program was then taken up. Miss Pearl Smith of the Tamalpais Union High School, Mill Valley, under the general heading of "The Problem of Public Speaking in the Small High School," spoke on the topic, "The One-Year General Course." She described the great variety of dramatic, debating, and speech-making activities in her classes, and of the good results of making Public Speaking a required subject.

Miss Minerva Howell, of the Stockton High School, under the same general heading, spoke on the topic, "Public Speaking in the English Classes." She described the many opportunities in general English Classes for teaching Public Speaking in a natural way, and upheld the idea of keeping the subject of Public Speaking a part of the English Department instead of making it into a separate department.

The meeting was then open to informal discussion. Miss Thoming of Centerville spoke of the work in Public Speaking she had done in schools of Idaho and Washington, and the beginning of work that she hoped to do in Centerville.

Mr. Hammon spoke of the value of making outlines in Public Speaking, and presented some of the speech outlines he had used in his classes. He suggested a standardization of judges' decisions for debates as follows: delivery, twenty-five per cent; argument, fifty per cent; rebuttal, twenty-five per cent.

There was some discussion as to the possibility of making the Public Speaking conference a part of the County institute program at its next session. Professor Watkins made a motion, which was duly seconded and carried, that the time and place of meeting of the next conference be left with the executive committee.

Miss Jillson spoke of the oratorical contests in her part of the state and of their unsatisfactory results, and hoped that the association would see fit at some time to take the matter up.

On motion duly made, seconded, and carried the meeting was adjourned.

FANNIE W. MCLEAN, *Secretary pro tem.*

REPORT OF COLLEGE ENTRANCE COMMITTEE*

The chairman of the committee has tried to carry forward the progress that has been made in securing college entrance credit for work done in Public Speaking or Speech work. First some work was done in connection with some associations of college presidents. Little was accomplished with them except to secure the strong coöperation of Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges. He felt that the syllabus which was submitted to our association last year at Chicago by Miss Berry was worthy of college entrance credit and he was willing to endorse it. Unfortunately his committee later decided to confine its work entirely to problems of higher education.

The second and most extended effort that was made was to send out a letter or questionnaire to teachers of Public Speaking in

*Presented at the Annual meeting of the National Association of Teachers of Speech, New York University, December 27, 1922.

colleges and universities asking them to take the matter up with their college authorities if entrance credit was not allowed. I sent out 311 letters to teachers in that many colleges and received answers from 75. Forty-seven of these 75 answers were favorable in that the college either already gave entrance credit or that they had interceded and had secured entrance credit. Thirteen of the replies from the colleges, which did not give entrance credit, assured me that they would do all they could to obtain credit.

The following colleges and universities give from one-half to two units of entrance credit:

Agricultural College of Utah, Albion College, University of Arkansas, University of Arizona, Baylor University, Beloit College, Butler College, Case School of Applied Science, College of the Pacific, College of Idaho, Cornell, Colgate, Dartmouth, Detroit University, University of Denver, Earlham College, Franklin College, Grand Island College, Heidelberg University, Hope College, Kalamazoo College, University of Illinois, University of Iowa, State University of Louisiana, University of Michigan, Miami University, Milwukee-Downer College, University of Minnesota, University of Missouri, Mount Holyoke, Nebraska Wesleyan University, New Mexico College of Agriculture, University of North Carolina, New Rochelle College, Northwestern University School of Speech, Ohio Wesleyan, University of Pennsylvania, Parsons College, Pomona College, Simpson College, University of South Dakota, Stanford University, St. Mary's College of Kansas, Swathmore College, St. Mary's-of-the-Woods College, Stetson University, University of Utah, University of South California, Valparaiso University, Vanderbilt University, University of Virginia, Washington and Jefferson College, Western Reserve University of Wisconsin, Wooster College, University of Wyoming.

Thirty-three of the fifty-six colleges mentioned above which give entrance credit make no mention of it in the catalog, which for practical benefit to secondary schools is almost the same as though they give no credit. Eight of these, however, assured me that they would try to have the catalogs make the fact known that they give the entrance credit so that secondary schools could plan their courses accordingly.

J. WALTER REEVES, *Chairman.*

NEW BOOKS

First Lesson in Speech Improvement. By Birmingham & Krapp, Charles Scribner's Sons, 1922.

In this attractively arranged book of 212 pages, the authors, Anna I. Birmingham, teacher of Speech Improvement in New York City, and George Philip Krapp, professor of English in Columbia University, have set out a detailed and carefully worked out group of exercises of practical value in the correction or improvement of articulation and enunciation. There is little of theoretical discussion here. The two-fold purpose of this "drill book of exercises" is first, to give training in the manner of producing English sounds; and second, to give training to the ear in hearing and distinguishing shades of sound.

The authors touch upon the question of a standard of correct pronunciation of the language, and conclude that "one must go to the ordinary use of the language to find how words are pronounced." They recognize, however, that many "varieties actually occur with frequency in cultivated American speech, and they could be set aside only by assuming in a dogmatic way that one pronunciation alone is permissible." They very sensibly refuse to take such a dogmatic stand, and in the drills provide for two or more pronunciations of the same sound, if there are that many in good usage. This stand will doubtless bring criticism from those who maintain a high regard for one, and only one, "proper" pronunciation.

The book is designed for the use of the normal child in the last five years of the elementary school. The phonic system devised as a foundation is a clear, logical classification based upon position of

resonating chambers and articulating organs. Thus archaic terminology and futile discussion of "value" is avoided.

The drills are carefully and systematically arranged, and excellent photographic illustrations of mouth position are included. Of most practical assistance to the teacher of speech improvement who is ever needful of new ideas, are the word lists for drill on each sound, the sentences built up of these words, and the extensive list of short quotations that the children may learn.

The highest praise that can be given this book is to say that it meets its problem and fills a definite need in the speech training field, the need for training in precise formation of sound and for careful and useful drills in fixing habits.

H. B., Iowa City, Iowa.

Expression in Speech and Writing. By LAMBORN, E. A., Greening. The Oxford Press. 1922. Pp. 120.

Mr. Lamborn is Head Master of the East Oxford School. In this little volume he shows a refreshing interest in the proper development of language among children of the Junior High School age. The book has very interesting and profitable discussions along the line of the following chapters. One, "On Oral Composition." Two, "On Written Composition." Three, "On Verse Making." Four, "On Original Music." Five, "On the Rendering of Poetry." The following, quoted from the chapter on Oral Composition, will be of interest to readers of THE QUARTERLY JOURNAL. Furthermore, it adds some interesting sidelights as to the question of nomenclature. Unquestionably the author in this book uses the term Speech Education just as it is the desire of many of us in America also to use it. He says, "Now the means of self development and self expression peculiarly man's is his speech; and therefore education, which means development, is concerned with speech as one of man's highest functions. But this, as I have said, has only very recently been recognized, and is even now not recognized fully. It was understood that children must learn to *write*, because, among a nation of shop keepers writing made them useful to their employers. But it was not recognized that, even from this lower utilitarian point of view, ill-educated labor, like slave labor, was wasteful and uneconomic: that has now dawned on our employing classes, and the present educational activity is the result. Still

less was it understood that speech training is the readiest means to writing; and least of all that the development of personality is the most important object of education. It has been assumed that the individual exists for the state; we need to recognize that the state exists for the individual to fulfil himself in it."

A few pages farther on the following significant sentence will be found. "I suppose that I shall be accused of exaggeration if I suggest that up to the very last year of school life oral exercises are much more important than written ones. But I will go further to say that they are still the best means of getting good written results."

The book on the whole is a very profitable discussion for one wishing to keep well poised upon the relationship between oral and written composition. In addition to this, one will find splendid suggestions on melody in speech and in verse. The book is one of several which are now coming into this country from England showing the rapid development there of Speech training in the school system of that country.

GLENN N. MERRY, *University of Iowa.*

CLASSICAL RHETORIC

Quintilian's Institutes of Oratory. Translated by H. E. BUTLER. Vols. III and IV. Loeb Classical Library. New York, Putnam's, 1922.

A Study in Greek Rhetoric. The Stylistic Influence of the Second Sophistic On the Panegyrical Sermons of St. John Chrysostom. BY THOMAS E. AMERINGER. Catholic University of America, Washington, 1921.

Volumes one and two of Professor Butler's translation, which appeared in 1921, were noted in a previous number of the QUARTERLY. It was then stated that owing to the shorter sentence structure, the modern English idiom, and the presence of the Latin text on the opposite page, this translation would probably take precedence over J. S. Watson's work for the Bohn library. The third and fourth volumes appear at a time when the Watson translation is out of print. Valuable as the new work is, Watson should have a new edition; and it is to be hoped that Harcourt, Brace and Company, the American agents for the Bohn library, will receive

enough inquiries to warrant them in asking for another printing.

The third volume of Professor Butler's translation contains books seven, eight and nine. These books are of a technical character and are often passed over by the general reader. But to professed students of rhetoric they are of considerable importance. Books ten, eleven and twelve, contained in the fourth volume, should be known to all serious students of public speaking. The use of these volumes is greatly aided by the index of names and the index of words. These indices refer to the Latin and Greek words of the original text.

Edwin Hatch in the Hibbert lectures for 1888, entitled "The Influence of Greek Ideas and Usages upon the Christian Church," has a notable chapter on Greek and Christian Rhetoric. In it he shows how Greek Rhetoric created the Christian sermon. Rhetoric, he says, added to the functions of the church, "such an exegesis of the sacred books as the Sophists gave of Homer, or such elaborated discourses as they also gave upon the speculative and ethical aspects of religion. The result was more far-reaching than the creation of either an institution or function. If you will look more closely into history you will find that Rhetoric killed Philosophy. Philosophy died, because for all but a small minority it ceased to be real. It passed from the sphere of thought and conduct to that of exposition and literature. Its preachers preached, not because they were bursting with truths which could not help finding expression, but because they were masters of fine phrases and lived in an age when fine phrases had a value. It died, in short, because it had become sophistry. But sophistry is of no special age or country. It is indigenous to all soils upon which literature grows. No sooner is any special form of literature created by the genius of a great writer than there arises a class of men who cultivate the style of it for the style's sake. No sooner is any new impulse given either to philosophy or religion than there arises a class of men who copy the form without the substance, and try to make the echo of the past sound like the voice of the present. So it has been with Christianity. It came into the educated world in the simple dress of a Prophet of Righteousness. It won the world by the stern reality of its life, by the noble bonds of its brotherhood, by its divine message of consolation and of hope. Around it thronged the race of eloquent talkers who persuaded it to change its dress and assimilate

its language to their own. It seemed thereby to win a speedier and completer victory. But it purchased its conquest at the price of reality. With that its progress stopped. There has been an element of sophistry in it ever since; and so far as in any age that element has been dominant, so far has the progress of Christianity been arrested."

This is in general terms a comment upon the period which Rev. Thomas Ameringer has studied closely in his dissertation. St. John Chrysostom, one of the most eloquent of the early preachers, studied under the famous rhetorician Libanius, who on his death bed said of St. John that he would have been his worthiest successor "if the Christians has not stolen him." Rev. Ameringer's dissertation gives a general statement about the Second Sophistic Rhetoric, and then proceeds to study in St. John's sermons the chief figures of speech employed by the sophist rhetors. The literary relations between Hellenism and Christianity is a problem that can hardly be understood without a number of such thorough studies as this. The greatest Christian preachers of the fourth century had been trained to rhetorical methods, and had themselves taught rhetoric. The studies of Méridier and Guignet provided something of a plan and method for Rev. Ameringer. The scholar in this field of rhetorical history will now have considerable guidance in his studies.

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